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ABSTRACT

With this Career and Technology Studies (CTS) curriculum guide, secondary students in Alberta can do the following: develop skills that can be applied in their daily lives; refine career-planning skills; develop technology-related skills in community health; enhance employability skills, especially in community health; and apply and reinforce learning developed in other subject areas. The curriculum is organized in strands and modules. This guide encompassing the community health strand contains 31 modules that define what a student is expected to know and be able to do (competencies). The guide is organized in the following parts: (1) program rationale and philosophy, learner expectations, program organization, curriculum and assessment standards, and types of competencies in community health; (2) strand rationale and philosophy and strand organization for community health; (3) planning for instruction for career and technology studies and for community health courses; (4) module curriculum and assessment standards for introductory level community health competencies; (5) module curriculum and assessment standards for intermediate level community health competencies; (6) module curriculum and assessment standards for advanced level community health competencies; (7) assessment tools; (8) linkages and transitions; (9) learning resource guide; and (10) sample student learning guides. Modules cover the following broad topics: family dynamics, child development and care, home care, personal safety, health issues, marriage, volunteerism, day care, anatomy, complementary therapies, first aid, parenting, aging, pre- and postnatal care, challenged individuals, mental health, and medical technology. (KC)

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ED 411 409

CAREER & TECHNOLOGY STUDIES

COMMUNITY HEALTH

GUIDE TO STANDARDS AND IMPLEMENTATION

1997

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Program/Level: Career and Technology Studies/Secondary

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This document supersedes all previous versions of the *Career & Technology Studies Guide to Standards and Implementation*.

This publication is a support document. The advice and direction offered is suggestive except where it duplicates the Program of Studies. The Program of Studies—a prescriptive description of the expectations of student learning, focusing on what students are expected to know and be able to do—is issued under the authority of the Minister of Education pursuant to section 25(1) of the *School Act*, Statutes of Alberta, 1988, Chapter S-3.1 as amended, and is required for implementation. Within this document, the Program of Studies is shaded so that the reader may readily identify all prescriptive statements or segments.

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CAREER AND TECHNOLOGY STUDIES

A. PROGRAM RATIONALE AND PHILOSOPHY

Through Career and Technology Studies (CTS), secondary education in Alberta is responding to the many challenges of modern society, helping young people develop daily living skills and nurturing a flexible, well-qualified work force.

In Canada's information society, characterized by rapid change in the social and economic environment, students must be confident in their ability to respond to change and successfully meet the challenges they face in their own personal and work lives. In particular, they make decisions about what they will do when they finish high school. Many students will enter the work force, others will continue their education. All students face the challenges of growing independence and responsibility, and of entering post-secondary programs and/or the highly competitive workplace.

Secondary schools also face challenges. They must deliver, on a consistent basis, high quality, cost-effective programs that students, parents and the community find credible and relevant.

CTS helps schools and students meet these challenges. Schools can respond more efficiently and effectively to student and community needs and expectations by taking advantage of the opportunities in the CTS curriculum to design courses and access school, community and distance learning resources. Students can develop the confidence they need as they move into adult roles by assuming increased responsibility for their learning; cultivating their individual talents, interests and abilities; and by defining and acting on their goals.

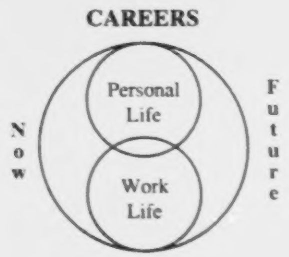
As an important component of education in Alberta secondary schools, CTS promotes student achievement by setting clear expectations and recognizing student success. Students in CTS develop competencies—the knowledge, skills and attitudes they are expected to demonstrate, that is, what they know and what they are able to do.

Acquired competencies can be applied now and in the future as students make a smooth transition into adult roles in the family, community, workplace and/or further education. To facilitate this transition, clearly stated expectations and standards have been defined in cooperation with teachers, business and industry representatives and post-secondary educators.

CTS offers all students important learning opportunities. Regardless of the particular area of study chosen, *students* in CTS *will*:

- develop skills that can be applied in their daily lives, now and in the future
- refine career-planning skills
- develop technology-related skills
- enhance employability skills
- apply and reinforce learnings developed in other subject areas.

In CTS, students build skills they can apply in their everyday lives. For example, in the CTS program, particularly at the introductory levels, students have the opportunity to improve their ability to make sound consumer decisions and to appreciate environmental and safety precautions.

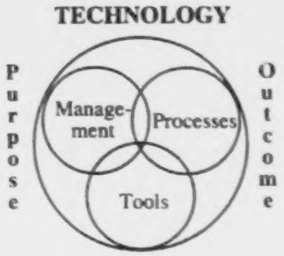


A career encompasses more than activities just related to a person's job or occupation; it involves one's personal life in both local and global contexts; e.g., as a family member, a friend, a community volunteer, a citizen of the world.

The integration of careers throughout the CTS program helps students to make effective career decisions and to target their efforts. CTS students will have the opportunity to expand their knowledge about careers, occupations and job opportunities, as well as the education and/or training requirements involved. Also, students come to recognize the need for lifelong learning.

Students in CTS have the opportunity to use and apply technology and systems effectively and efficiently. This involves:

- a decision regarding which processes and procedures best suit the task at hand
- the appropriate selection and skilled use of the tools and/or resources available
- an assessment of and management of the impact the use of the technology may have on themselves, on others and on the environment.



Integrated throughout CTS are employability skills, those basic competencies that help students develop their personal management and social skills. Personal management skills are improved as students take increased responsibility for their learning, design innovative solutions to problems and challenges, and manage resources effectively and efficiently. Social skills improve through learning experiences that require students to work effectively with others, demonstrate teamwork and leadership, and maintain high standards in safety and accountability.

As well as honing employability skills, CTS reinforces and enhances learnings developed in core and other complementary courses. The curriculum emphasizes, as appropriate, the effective application of communication and numeracy skills.

In addition to the common outcomes described above, students focusing on a particular area of study will develop career-specific competencies that support entry into the workplace and/or related post-secondary programs. Career-specific competencies can involve understanding and applying appropriate terminology, processes and technologies related to a specific career, occupation or job.

GENERAL LEARNER EXPECTATIONS

General learner expectations describe the basic competencies integrated throughout the CTS program.

Within an applied context relevant to personal goals, aptitudes and abilities; *the student* in CTS *will*:

- demonstrate the basic knowledge, skills and attitudes necessary for achievement and fulfillment in personal life
- develop an action plan that relates personal interests, abilities and aptitudes to career opportunities and requirements
- use technology effectively to link and apply appropriate tools, management and processes to produce a desired outcome
- develop basic competencies (employability skills), by:
  - selecting relevant, goal-related activities, ranking them in order of importance, allocating necessary time, and preparing and following schedules (managing learning)
  - linking theory and practice, using resources, tools, technology and processes responsibly and efficiently (managing resources)
  - applying effective and innovative decision-making and problem-solving strategies in the design, production, marketing and consumption of goods and services (problem solving and innovation)
  - demonstrating appropriate written and verbal skills, such as composition, summarization and presentation (communicating effectively)
  - participating as a team member by working cooperatively with others and contributing to the group with ideas, suggestions and effort (working with others)
  - maintaining high standards of ethics, diligence, attendance and punctuality, following safe procedures consistently, and recognizing and eliminating potential hazards (demonstrating responsibility).

PROGRAM ORGANIZATION

CURRICULUM STRUCTURE

Career and Technology Studies is organized into **strands** and **modules**.

Strands in CTS define competencies that help students:

- build daily living skills
- investigate career options
- use technology (managing, processes, tools) effectively and efficiently
- prepare for entry into the workplace and/or related post-secondary programs.

In general, strands relate to selected industry sectors offering positive occupational opportunities for students. Some occupational opportunities require further education after high school, and some allow direct entry into the workplace. Industry sectors encompass goods-producing industries, such as agriculture, manufacturing and construction; and service-producing industries, such as business, health, finance and insurance.

Modules are the building blocks for each strand. They define what a student is expected to know and be able to do (exit-level *competencies*). Modules also specify prerequisites. Recommendations for module parameters, such as instructional qualifications, facilities and equipment can be found in the guides to implementation.

The competencies a student must demonstrate to achieve success in a module are defined through the *module learner expectations*. Senior high school students who can demonstrate the module learner expectations; i.e., who have the designated competencies, will qualify for one credit toward their high school diploma.

Specific learner expectations provide a more detailed framework for instruction. Within the context of module learner expectations, the specific learner expectations further define the knowledge, skills and attitudes the student should acquire.

The following chart shows the 22 strands that comprise the CTS program and the number of modules available in each strand.

Strand	No. of Modules
1. Agriculture	33
2. Career Transitions	28
3. Communication Technology	33
4. Community Health	31
5. Construction Technologies	46
6. Cosmetology	58
7. Design Studies	31
8. Electro-Technologies	37
9. Energy and Mines	26
10. Enterprise and Innovation	8
11. Fabrication Studies	41
12. Fashion Studies	29
13. Financial Management	14
14. Foods	37
15. Forestry	21
16. Information Processing	48
17. Legal Studies	13
18. Logistics	12
19. Management and Marketing	19
20. Mechanics	54
21. Tourism Studies	24
22. Wildlife	17

LEVELS OF ACHIEVEMENT

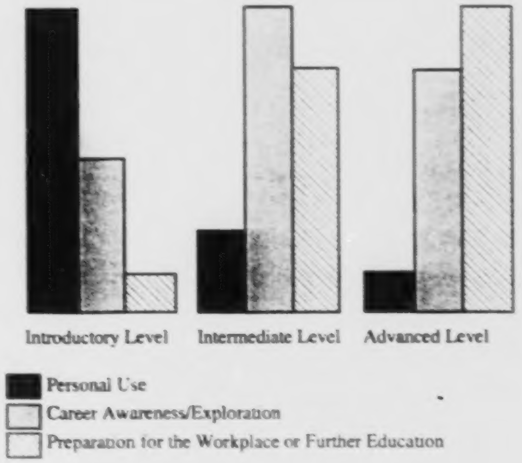
Modules are organized into three levels of achievement: **introductory**, **intermediate** and **advanced**. As students progress through the levels, they will be expected to meet higher standards and demonstrate an increased degree of competence, in both the general learner expectations and the module learner expectations.

Introductory level modules help students build daily living skills and form the basis for further learning. Introductory modules are for students who have no previous experience in the strand.

Intermediate level modules build on the competencies developed at the introductory level. They provide a broader perspective, helping students recognize the wide range of related career opportunities available within the strand.

Advanced level modules refine expertise and help prepare students for entry into the workplace or a related post-secondary program.

The graph below illustrates the relative emphasis on the aspects of career planning at each of the levels.



CURRICULUM AND ASSESSMENT STANDARDS

Curriculum standards in CTS define what students must know and be able to do. Curriculum standards are expressed through general learner expectations for CTS, and through module and specific learner expectations for each strand.

Assessment standards define how student performance is to be judged. In CTS, each assessment standard defines the conditions and criteria to be used for assessing the competencies of each module learner expectation. To receive credit for a module, students must demonstrate competency at the level specified by the conditions and criteria defined for each module learner expectation.

Students throughout the province receive a fair and reliable assessment as they use the standards to guide their efforts, thus ensuring they participate more effectively and successfully in the learning and assessment process. Standards at advanced levels are, as much as possible, linked to workplace and post-secondary entry-level requirements.

TYPES OF COMPETENCIES

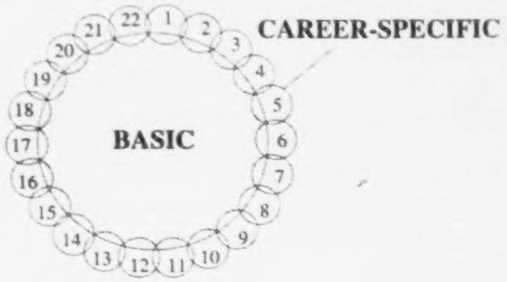
Two types of competencies are defined within the CTS program: basic and career-specific.

Basic competencies are generic to any career area and are developed within each module. Basic competencies include:

- personal management: e.g., managing learning, being innovative, ethics, managing resources
- social: e.g., communication, teamwork, leadership and service, demonstrating responsibility (safety and accountability).

Career-specific competencies relate to a particular strand. These competencies build daily living skills at the introductory levels and support the smooth transition to the workplace and/or post-secondary programs at the intermediate and advanced levels.

The model below shows the relationship of the two types of competencies within the 22 strands of the CTS program.



BASIC COMPETENCIES REFERENCE GUIDE

The chart below outlines basic competencies that students endeavour to develop and enhance in each of the CTS strands and modules. Students' basic competencies should be assessed through observations involving the student, teacher(s), peers and others as they complete the requirements for each module. In general, there is a progression of task complexity and student initiative as outlined in the Developmental Framework*. **As students progress through Stages 1, 2, 3 and 4 of this reference guide, they build on the competencies gained in earlier stages.** Students leaving high school should set themselves a goal of being able to demonstrate Stage 3 performance.

Suggested strategies for classroom use include:

- having students rate themselves and each other
- using in reflective conversation between teacher and student
- highlighting areas of strength
- tracking growth in various CTS strands
- highlighting areas upon which to focus
- maintaining a student portfolio.

Stage 1— *The student:*	**Stage 2**— *The student:*	**Stage 3**— *The student:*	**Stage 4**— *The student:*
Managing Learning			
☐ comes to class prepared for learning	☐ →	☐ →	☐ →
☐ follows basic instructions, as directed	☐ follows instructions, with limited direction	☐ follows detailed instructions on an independent basis	☐ →
	☐ sets goals and establishes steps to achieve them, with direction	☐ sets clear goals and establishes steps to achieve them	☐ demonstrates self-direction in learning, goal setting and goal achievement
☐ acquires specialized knowledge, skills and attitudes	☐ applies specialized knowledge, skills and attitudes in practical situations	☐ transfers and applies specialized knowledge, skills and attitudes in a variety of situations	☐ transfers and applies learning in new situations; demonstrates commitment to lifelong learning
☐ identifies criteria for evaluating choices and making decisions	☐ identifies and applies a range of effective strategies for solving problems and making decisions	☐ uses a range of critical thinking skills to evaluate situations, solve problems and make decisions	☐ thinks critically and acts logically to evaluate situations, solve problems and make decisions
☐ uses a variety of learning strategies	☐ explores and uses a variety of learning strategies, with limited direction	☐ selects and uses effective learning strategies	☐ →
		☐ cooperates with others in the effective use of learning strategies	☐ provides leadership in the effective use of learning strategies
Managing Resources			
☐ adheres to established timelines; uses time/schedules/planners effectively	☐ creates and adheres to timelines, with limited direction; uses time/schedules/planners effectively	☐ creates and adheres to detailed timelines on an independent basis; prioritizes task; uses time/schedules/planners effectively	☐ creates and adheres to detailed timelines; uses time/schedules/planners effectively; prioritizes tasks on a consistent basis
☐ uses information (material and human resources), as directed	☐ accesses and uses a range of relevant information (material and human resources), with limited direction	☐ accesses a range of information (material and human resources), and recognizes when additional resources are required	☐ uses a wide range of information (material and human resources) in order to support and enhance the basic requirement
☐ uses technology (facilities, equipment, supplies), as directed, to perform a task or provide a service	☐ uses technology (facilities, equipment, supplies), as appropriate, to perform a task or provide a service, with minimal assistance and supervision	☐ selects and uses appropriate technology (facilities, equipment, supplies) to perform a task or provide a service on an independent basis	☐ recognizes the monetary and intrinsic value of managing technology (facilities, equipment, supplies)
☐ maintains, stores and/or disposes of equipment and materials, as directed	☐ maintains, stores and/or disposes of equipment and materials, with limited assistance	☐ maintains, stores and/or disposes of equipment and materials on an independent basis	☐ demonstrates effective techniques for managing facilities, equipment and supplies
Problem Solving and Innovation			
☐ participates in problem solving as a process ☐ learns a range of problem-solving skills and approaches	☐ identifies the problem and selects an appropriate problem-solving approach, responding appropriately to specified goals and constraints	☐ thinks critically and acts logically in the context of problem solving	☐ identifies and resolves problems efficiently and effectively
☐ practices problem-solving skills by responding appropriately to a clearly defined problem, specified goals and constraints, by: – generating alternatives – evaluating alternatives – selecting appropriate alternative(s) – taking action	☐ applies problem-solving skills to a directed or a self-directed activity, by: – generating alternatives – evaluating alternatives – selecting appropriate alternative(s) – taking action	☐ transfers problem-solving skills to real-life situations, by generating new possibilities ☐ prepares implementation plans ☐ recognizes risks	☐ identifies and suggests new ideas to get the job done creatively, by: – combining ideas or information in new ways – making connections among seemingly unrelated ideas – seeking out opportunities in an active manner

Stage 1— *The student:*	**Stage 2**— *The student:*	**Stage 3**— *The student:*	**Stage 4**— *The student:*
Communicating Effectively			
☐ uses communication skills; e.g., reading, writing, illustrating, speaking	☐ communicates thoughts, feelings and ideas to justify or challenge a position, using written, oral and/or visual means	☐ prepares and effectively presents accurate, concise, written, visual and/or oral reports providing reasoned arguments	☐ negotiates effectively, by working toward an agreement that may involve exchanging specific resources or resolving divergent interests
☐ uses language in appropriate context	☐ uses technical language appropriately	☐ encourages, persuades, convinces or otherwise motivates individuals	☐ negotiates and works toward a consensus
☐ listens to understand and learn	☐ listens and responds to understand and learn	☐ listens and responds to understand, learn and teach	☐ listens and responds to understand, learn, teach and evaluate
☐ demonstrates positive interpersonal skills in selected contexts	☐ demonstrates positive interpersonal skills in many contexts	☐ demonstrates positive interpersonal skills in most contexts	☐ promotes positive interpersonal skills among others
Working with Others			
☐ fulfills responsibility in a group project	☐ →	☐ seeks a team approach, as appropriate, based on group needs and benefits; e.g., idea potential, variety of strengths, sharing of workload	☐ leads, where appropriate, mobilizing the group for high performance
☐ works collaboratively in structured situations with peer members	☐ cooperates to achieve group results	☐ works in a team or group: – encourages and supports team members – helps others in a positive manner – provides leadership/followership as required – negotiates and works toward consensus as required	☐ understands and works within the context of the group
☐ acknowledges the opinions and contributions of others in the group	☐ maintains a balance between speaking, listening and responding in group discussions ☐ respects the feelings and views of others		☐ prepares, validates and implements plans that reveal new possibilities
Demonstrating Responsibility			
Attendance			
☐ demonstrates responsibility in attendance, punctuality and task completion	☐ →	☐ →	☐ →
Safety			
☐ follows personal and environmental health and safety procedures	☐ recognizes and follows personal and environmental health and safety procedures	☐ establishes and follows personal and environmental health and safety procedures	☐ transfers and applies personal and environmental health and safety procedures to a variety of environments and situations
☐ identifies immediate hazards and their impact on self, others and the environment	☐ identifies immediate and potential hazards and their impact on self, others and the environment	☐ →	☐ →
☐ follows appropriate/emergency response procedures	☐ →	☐ →	☐ →
			☐ demonstrates accountability for actions taken to address immediate and potential hazards
Ethics			
☐ makes personal judgements about whether or not certain behaviours/actions are right or wrong	☐ assesses how personal judgements affect other peer members and/or family; e.g., home and school	☐ assesses the implications of personal/group actions within the broader community; e.g., workplace	☐ analyzes the implications of personal/group actions within the global context
			☐ states and defends a personal code of ethics as required

*** Developmental Framework**			
• *Simple task* • *Structured environment* • *Directed learning*	• *Task with limited variables* • *Less structured environment* • *Limited direction*	• *Task with multiple variables* • *Flexible environment* • *Self-directed learning, seeking assistance as required*	• *Complex task* • *Open environment* • *Self-directed/self-motivated*

COMMUNITY HEALTH

B. STRAND RATIONALE AND PHILOSOPHY

Although the family continues to be the primary source of support and nurture for individuals, much is changing. Shifts in the economy, social behaviours and expectations, and changes in technology and communication present new challenges to individuals, families and communities.

Life in the 21st century, with emerging medical technologies and new directions in health, will require skills and knowledge that enhance the ability of individuals and families to be effective and productive at home and in the outside world. To meet these challenges, Community Health, a strand in Career and Technology Studies, prepares students for the competencies required to attain and maintain good health and strong families and communities.

The World Health Organization defines health as "a state of physical, mental and social well-being and not merely the absence of disease or infirmity."* Good health is more than personal wellness and self-discipline. It also involves getting along with others, a personal sense of control, the ability to cope with stress, minimizing health risks, and maintaining meaningful work, a clean, safe environment and maintaining positive relationships with family and friends.

Within the philosophy of Career and Technology Studies, *students* in Community Health *will*:

- develop and use knowledge, skills and attitudes enabling them to assume a responsible and holistic approach to healthy living
- enhance personal, family and community well-being throughout their lifespan, by promoting healthy lifestyles
- develop abilities, confidence and flexibility as they become aware of and prepared for the challenging and rewarding array of career choices in the health care area
- review and assess existing social, physical, economic and cultural conditions affecting the wellness of individuals, families and communities in the world today
- practise and achieve competencies related to the healthy development and care of individuals throughout the lifespan
- become knowledgeable and responsible health consumers
- demonstrate critical thinking skills, responsible decision-making, and management skills in dealing with personal and community health care challenges

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* *Principles of the World Health Organization*, The World Health Organization, 1947.

- demonstrate flexible, cooperative work behaviour and effective communication and leadership skills

- transfer and apply competencies developed in other courses, hobbies, interests, volunteer activities or work

- demonstrate efficient use of technologies and understand how such technologies influence individual and family life, and community health

- become continuous learners throughout their life.

STRAND ORGANIZATION

DEVELOPMENT MODEL

The Community Health model below identifies the major components of the program which are be included in each module:

- knowledge, skills and attitudes
- themes
- integrating concepts
- learning contexts.

Knowledge, Skills and Attitudes

Each module includes learner expectations to develop personal growth and prepare for the future. Each module contains learning experiences identifying the basic and career-specific competencies students are expected to develop.

Themes

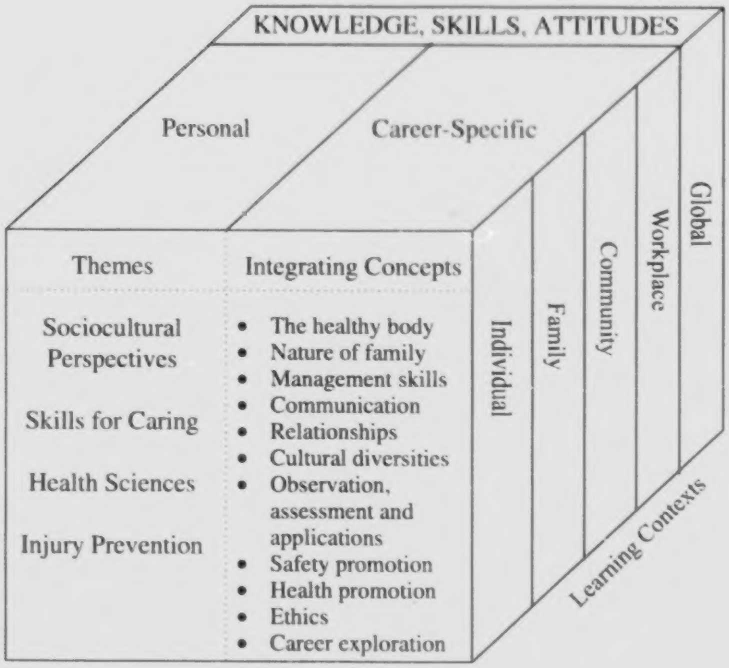
Themes provide the structure for Community Health. Modules within themes may be linked together into meaningful courses to help teachers and students choose appropriate activities based on interest, needs and resources.

Integrating Concepts

The integrating concepts are incorporated into each module to ensure the learning activities are relevant and meaningful.

Learning Contexts

The learning contexts, represented on the right face of the model, foster the development of competencies to enhance the individual, family, community, workplace and global environment.


KNOWLEDGE, SKILLS, ATTITUDES
Personal
Career-Specific
Themes
Integrating Concepts
Sociocultural Perspectives
Skills for Caring
Health Sciences
Injury Prevention
• The healthy body
• Nature of family
• Management skills
• Communication
• Relationships
• Cultural diversities
• Observation, assessment and applications
• Safety promotion
• Health promotion
• Ethics
• Career exploration
Individual
Family
Community
Workplace
Global
Learning Contexts

LEVELS

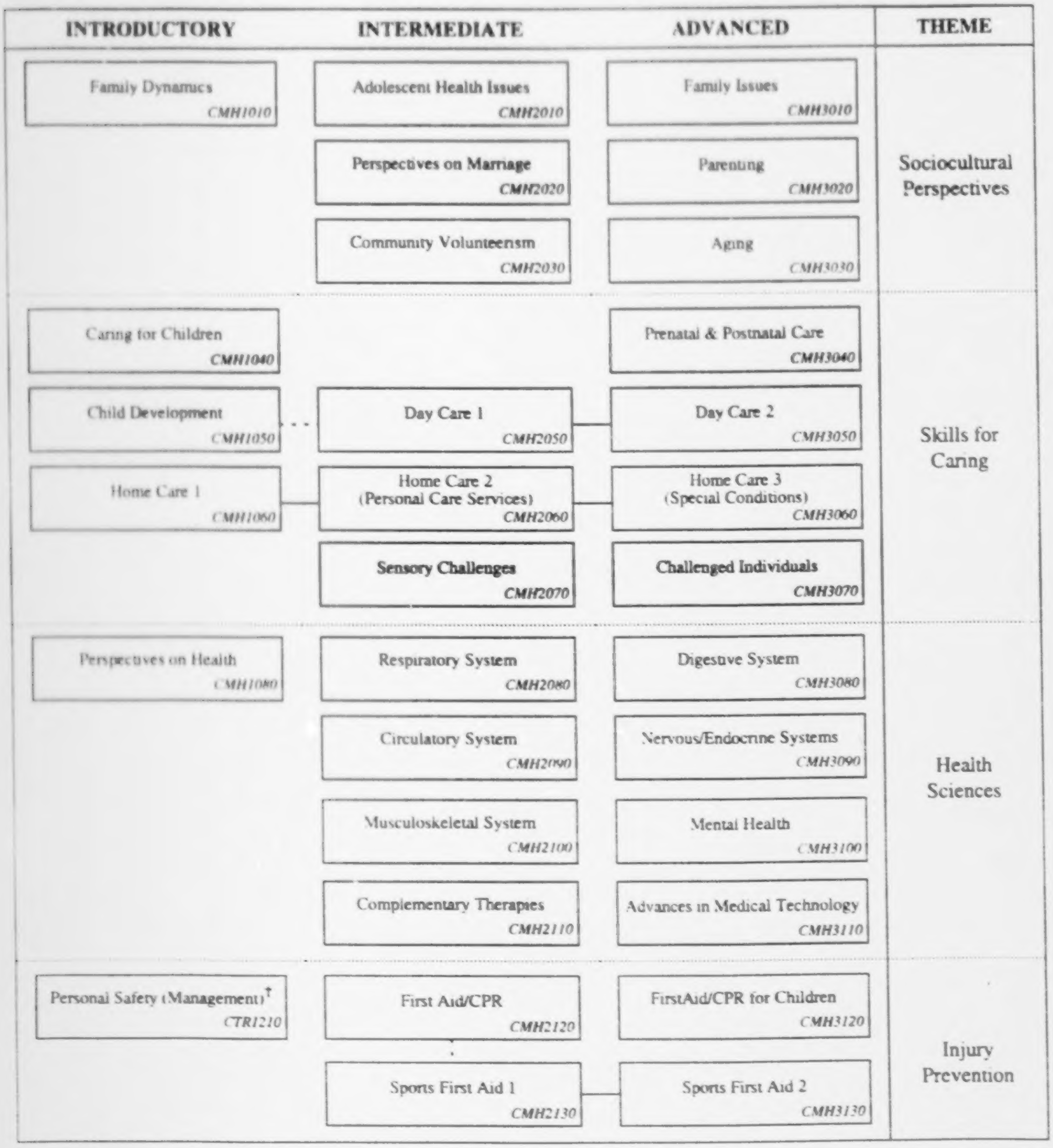
As with all other CTS strands, Community Health is organized into three levels of learning: introductory, intermediate and advanced.

Introductory level modules help students build a foundation of knowledge, skills and attitudes to promote healthy lifestyles. Learning experiences begin at a concrete level and help students accept personal responsibility for family and health.

Intermediate level modules emphasize career awareness and job exploration and provide opportunities for students to develop their knowledge, skills and attitudes within the family and health areas.

Advanced level modules allow career preparation and provide opportunities for students to develop more specialized knowledge, skills and attitudes relevant to further education or the workplace in health/family careers.

The levels framework challenges students, encourages continuous learning and provides new and exciting opportunities at each level.



INTRODUCTORY	INTERMEDIATE	ADVANCED	THEME
Family Dynamics CMH1010	Adolescent Health Issues CMH2010	Family Issues CMH3010	Sociocultural Perspectives
	Perspectives on Marriage CMH2020	Parenting CMH3020	
	Community Volunteerism CMH2030	Aging CMH3030	
Caring for Children CMH1040		Prenatal & Postnatal Care CMH3040	Skills for Caring
Child Development CMH1050	Day Care 1 CMH2050	Day Care 2 CMH3050	
Home Care 1 CMH1060	Home Care 2 (Personal Care Services) CMH2060	Home Care 3 (Special Conditions) CMH3060	
	Sensory Challenges CMH2070	Challenged Individuals CMH3070	
Perspectives on Health CMH1080	Respiratory System CMH2080	Digestive System CMH3080	Health Sciences
	Circulatory System CMH2090	Nervous/Endocrine Systems CMH3090	
	Musculoskeletal System CMH2100	Mental Health CMH3100	
	Complementary Therapies CMH2110	Advances in Medical Technology CMH3110	
Personal Safety (Management)† CTR1210	First Aid/CPR CMH2120	FirstAid/CPR for Children CMH3120	Injury Prevention
	Sports First Aid 1 CMH2130	Sports First Aid 2 CMH3130	

——— Prerequisite - - - - Recommended sequence

† Module is also offered in Career Transitions.

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MODULE DESCRIPTIONS

Module CMH1010: Family Dynamics
Students examine family structures, and roles and responsibilities, involved in meeting the demands of today's society. Students study past family and health patterns to determine how such patterns influence family life now and in the future.

Note: This module includes concepts that may be particularly sensitive to students, parents or community members.

Module CMH1040: Caring for Children
Students focus on accident prevention, handling emergencies, and the rights and responsibilities of the caregiver (babysitter) and the families.

Module CMH1050: Child Development
Students examine the needs and behaviours of children in various stages of development, and demonstrate management and caregiving skills applicable to each developmental stage. Students identify various community care facilities and observe how different centres meet the needs of the children and family. Students explore their interest in working with young children.

Module CMH1060: Home Care 1
Students study the roles, rights and responsibilities, communication and management skills necessary to providing home care. To further gain understanding of home care, students study the promotion and maintenance of a healthy integumentary system. Community support resources are identified.

Module CMH1080: Perspectives on Health
Students identify the determinants of good health, and examine how these determinants affect personal well-being. Students also discuss the shared roles, rights and responsibilities of health services and the changing trends in health.

Note: This module includes concepts that may be particularly sensitive to students, parents or community members.

Module CTR1210: Personal Safety (Management)
Students develop practical safety-related knowledge, skills and attitudes, and obtain certification in emergency first aid.

Module CMH2010: Adolescent Health Issues
Students explore and examine various health issues that are of interest to modern adolescent teens, and identify community resources available to teenagers.

Note: This module includes concepts that may be particularly sensitive to students, parents or community members.

Module CMH2020: Perspectives on Marriage
Students examine relationships and related issues as they apply to marital relationships, and acquire life skills that will help them now and in the future.

Note: This module includes concepts that may be particularly sensitive to students, parents or community members.

Module CMH2030: Community Volunteerism
Students, through exploration and participation, examine and demonstrate the roles of effective community volunteers.

Module CMH2050: Day Care 1
Students investigate the roles and responsibilities of a child care worker, and develop communication and observation skills. Students also develop skills to assist in the physical, social, emotional and intellectual development of children from birth to age six.

Module CMH2060: Home Care 2 (Personal Care Services)
Students identify and demonstrate the skills necessary to provide personal care services for individuals with special needs, recognizing the impact on the individual and family members.

Module CMH2070: Sensory Challenges
Students examine sensory challenges and the impact on the individual and family dynamics, and identify available community resources and technologies. Students also have an opportunity to study communication skills for sensory challenged individuals.

Module CMH2080: Respiratory System
Students study the anatomy, physiology and pathology of the respiratory system to gain an appreciation for practicing a healthy lifestyle, and to acquire the knowledge and skills necessary to deal with respiratory conditions as they affect the individual, family and friends. Students also identify community support resources.

Module CMH2090: Circulatory System
Students study the anatomy, physiology and pathology of the circulatory system to gain an appreciation for practicing a healthy lifestyle, and to acquire the knowledge and skills necessary to deal with circulatory conditions as they affect the individual, family and friends. Students also identify community support resources.

Note: This module includes concepts that may be particularly sensitive to students, parents or community members.

Module CMH2100: Musculoskeletal System
Students study the anatomy, physiology and pathology of the musculoskeletal system to gain an appreciation for practicing a healthy lifestyle, and to acquire the knowledge and skills necessary to deal with musculoskeletal conditions as they affect the individual, family and friends. Students also identify community support resources.

Module CMH2110: Complementary Therapies
Students examine complementary therapies, their foundations, applications, costs, ethical issues and predictions for the future.

Note: This module includes concepts that may be particularly sensitive to students, parents or community members.

Module CMH2120: First Aid/CPR
Students study first-aid skills, and demonstrate techniques and procedures for dealing with emergency situations.

Module CMH2130: Sports First Aid 1
Students learn different aspects of sports injuries, first-aid care and prevention of athletic injuries.

Module CMH3010: Family Issues
Students examine changes that occur within a family and the required adjustments family members must make. Cultural diversities are investigated and community resources are identified.

Note: This module includes concepts that may be particularly sensitive to students, parents or community members.

Module CMH3020: Parenting
Students examine parenting, current family dynamics and related issues, and enhance potential parenting skills.

Note: This module includes concepts that may be particularly sensitive to students, parents or community members.

Module CMH3030: Aging
Students gain an understanding of the issues involved with the aging process and the impact of such issues on the individual, the family and the community. Students identify community resources and recognize the importance of seniors as a resource to the community.

Note: This module includes concepts that may be particularly sensitive to students, parents or community members.

Module CMH3040: Prenatal & Postnatal Care
Students focus on the impact of pregnancy on physical, mental and social well-being, and understand the significance of prenatal, labour, delivery and postnatal care.

Note: This module includes concepts that may be particularly sensitive to students, parents or community members.

Module CMH3050: Day Care 2
Students continue to study the development and care of children, focusing on the importance of play and guiding behaviour.

Note: This module includes concepts that may be particularly sensitive to students, parents or community members.

Module CMH3060: Home Care 3 (Special Conditions)
Students continue to learn about home care as it relates to special conditions, special treatments, loss, long-term care and the palliative process.

Note: This module includes concepts that may be particularly sensitive to students, parents or community members.

Module CMH3070: Challenged Individuals
Students recognize the diversity of experiences facing individuals who are physically and/or mentally challenged, and identify available community resources for such individuals.

Module CMH3080: Digestive System
Students study the anatomy, physiology, pathology and treatment of the digestive and elimination systems. They gain an appreciation for practicing a healthy lifestyle, and acquire the knowledge and skills necessary to deal with digestive and elimination conditions as they affect the individual, family and friends. Students also identify community support resources.

Module CMH3090: Nervous/Endocrine Systems
Students study the anatomy, physiology and pathology of the nervous/endocrine systems. They gain an appreciation for practicing a healthy lifestyle, and acquire the knowledge and skills necessary to deal with nervous/endocrine conditions as they affect the individual, family and friends. Students also identify community support resources.

Module CMH3100: Mental Health
Students study the parameters of mental well-being and the causes, signs, symptoms and treatment of mental illness. Students learn coping skills, and identify community support resources.

Module CMH3110: Advances in Medical Technology
Students focus on the social, emotional and economic impact of health technology. Related ethical issues are also examined.

Module CMH3120: First Aid/CPR for Children
Students identify a child-safe environment and recognize life-threatening emergencies or medical conditions, and demonstrate appropriate first-aid procedures.

Module CMH3130: Sports First Aid 2
Students focus on the application of knowledge, skills and techniques to enhance athletic performance, and identify common athletic injuries, therapeutic solutions and rehabilitation strategies.

SECTION C: PLANNING FOR INSTRUCTION

CTS provides increased opportunity for junior and senior high schools to design courses based on the needs and interests of their students and the circumstances within the school and community. Some strands may be appropriately introduced at the junior high school level. Other strands are more appropriately introduced at the senior high school level or to Grade 9 students. Refer to this section for recommendations regarding the Legal Studies strand, or the *Career & Technology Studies Manual for Administrators, Counsellors and Teachers* for a summary of the recommended grade levels for each strand.

PLANNING FOR CTS

Defining Courses

Schools determine which strands and modules will be offered in a particular school, and will combine modules into courses.

Each module was designed for approximately 25 hours of instruction. However, this time frame is only a guideline to facilitate planning. The CTS curricula are competency based, and the student may take more or less time to gain the designated competencies within each module.

A course will usually consist of modules primarily from the same strand but, where appropriate, may include modules from other CTS strands. Refer to the *Career & Technology Studies Manual for Administrators, Counsellors and Teachers* (Appendix 4) for more information on course names and course codes.

Module selection and sequencing should consider:

- prerequisite(s)
- supporting module(s) (other CTS modules that may enhance the learning opportunity if offered with the module)
- module parameters
  - instructional qualifications, if specialized
  - equipment and facility requirements, if specialized.

The module parameters are defined for each module in Sections D, E and F of this Guide.

Degree of Flexibility

The CTS program, while designed using the modular structure to facilitate flexible timetabling and instructional delivery, does not mandate the degree of flexibility a school or teacher will offer. The teacher and school will determine the degree of flexibility available to the student. Within the instructional plan established by the school, the student may:

- be given the opportunity to progress at a rate that is personally challenging
- have increased opportunity to select modules that develop competencies he or she finds most relevant.

Integrating Basic Competencies

The basic competencies relate to managing learning and resources, problem solving and innovation, communicating effectively, working with others and demonstrating responsibility are developed throughout the CTS program, and are within each module.

Assessment of student achievement on the basic competencies is integrated throughout the other module learner expectations. Refer to Section G (Assessment Tools) of this Guide for the description of student behaviours expected at each of the four developmental stages defined for the basic competencies.

Assessment of basic competencies could include input and reflection involving the student, teacher(s), peers and others. Description of the observed behaviour could be provided through a competency profile for the module. Positive, ongoing interaction between the student and teacher will support motivation for student growth and improvement.

Assessing Student Achievement

Assessing student achievement is a process of gathering information by way of observations of process, product and student interaction.

Where appropriate, assessment tools have been defined to assist the teacher and student in the assessment. Refer to Section G (Assessment Tools) of this Guide for copies of the various tools (worksheets, checklists, sample questions, etc.).

A suggested emphasis for each module learner expectation has also been established. The suggested emphasis provides a guideline to help teachers determine time allocation and/or the appropriate emphasis for each MLE and student grade.

Recognizing Student Achievement

At the high school level, successful demonstration of the exit-level competencies in a module qualifies the student for one credit. Refer to Section A of this Guide for more detailed information about how curriculum and assessment standards are defined in CTS. Refer to the *Career & Technology Studies Manual for Administrators, Counsellors and Teachers* (Appendix 12) for more information on how student achievement can be recognized and reported at the school and provincial levels.

Portfolios

When planning for instruction and assessment, consider a portfolio as an excellent tool to provide evidence of a student's effort, progress and achievement. Portfolios will aid students in identifying skills and interest. They also provide the receiving teacher, employer and/or post-secondary institution proof of a student's accomplishments. The make-up and evaluation of the portfolio should be a collaborative agreement between the student and teacher.

Resources

A comprehensive resource base, including print, software and audio-visual, has been identified to support CTS strands. It is intended that these resources form the basis of a resource centre, encouraging teachers and students to access a wide selection of resources and other information sources throughout the learning process. Unless otherwise noted, these resources are considered to be suitable for both junior and senior high school students.

Authorized resources may be obtained from the Learning Resources Distributing Centre or directly from the publisher or distributor. Refer to Section I (Learning Resource Guide) of this Guide for the complete resource list including curriculum correlations and resource annotations. Additional sources refer to noncommercial or government agencies that offer resources that may be of assistance in this strand.

Sample Student Learning Guides

In addition to the resources, Sample Student Learning Guides are available (refer to Section J of this Guide). These samples, designed for individual student or small group use, provide an instructional plan for selected modules and include the following components:

- Why take this module?
- What are the entry-level competencies?
- What are the exit-level competencies?
- What resources may be accessed?
- What assignments/activities must be completed?
- What are the timelines?
- How will the final mark be calculated?

Sample Student Learning Guides have been developed for the following modules in Community Health:

- CMH1050 Child Development
- CMH2020 Perspectives on Marriage
- CMH3090 Nervous/Endocrine Systems

PLANNING FOR COMMUNITY HEALTH

The following suggestions are provided to assist teachers and school and school system administrators as they plan to deliver modules from the Community Health strand.

Sensitive Issues

Modules and concepts developed in this strand must be dealt with in a sensitive manner. Concepts such as family history, cultural diversities, sexuality, dealing with emergency, loss and personal contact in caregiving must be treated with care. Teachers will need to be sensitive and respectful of family and community values. Parents must be advised prior to the start of human sexuality instruction of their right to exempt their child from the module. Accessing school or community trained personnel or offering alternative assignments may assist the teacher in presenting these topics.

Teachers and administrators should also review provincial and system policies related to sensitive issues. The following modules contain topics that can be particularly sensitive: CMH1010, CMH1080, CMH2010, CMH2020, CMH2090, CMH2110, CMH3010, CMH3020, CMH3030, CMH3040, CMH3050 and CMH3060.

Related Legislation

The health and safety of students and teachers is protected by law. Instructors of Community Health must be aware of the issues addressed in the *Occupational Health and Safety Act* and *Emergency Medical Aid Act* as well as other provincial and federal health legislation related to this strand. In the module Perspectives on Health CMH1080, students study the legislation related to health services, first aid and day care.

In Health and Safety in Day Care 2, CMH3050, students examine the Day Care Regulations that have been developed to ensure the safety and well-being of children and staff.

First Aid instructors must make students aware of the legislation regulating emergency medical services.

Health and Safety

Health promotion and illness/injury prevention are integral concepts integrated throughout the Community Health strand. Instructors should make every effort to provide a safe and healthy environment for their students. Instructors must also teach the skills necessary to ensure the health and safety of the student as a caregiver. Safety precautions include gloves, goggles, masks, gowns, hand-washing, first-aid procedures and appropriate body mechanics.

For additional information on health and safety standards in CTS, refer to the *Career & Technology Studies Manual for Administrators, Counsellors and Teachers* (Appendix 13).

Qualifications for Module Delivery

Responsibility for instructional planning and delivery of modules in Community Health will be assumed by Alberta certified teachers having appropriate interest and background in family studies and health services. The following chart outlines additional qualifications for module delivery in selected Community Health modules.

MODULE	QUALIFICATIONS FOR MODULE DELIVERY	
	Recommended	**Required**
CMH1040 Caring for Children	Standard First Aid Certificate	
CMH2060 Home Care 2	Home care skill training	
CMH2070 Sensory Challenges		American Sign Language or Braille
CMH2120 First Aid/CPR		First Aid/CPR Instructor
CMH2130 Sports First Aid 1	Athletic First Aid Certificate	
CMH3060 Home Care 3		Home care skill training
CMH3120 First Aid/CPR for Children		First Aid/CPR Instructor with a child care instructor designation

Refer to specific module parameters for information regarding qualifications for module delivery and to the credentialling opportunities chart shown in Section H. It should be noted that in modules that require special instructional qualifications, instructors may be accessed from the community or other school resource personnel.

Selecting Modules

Course planning should take into consideration module sequences that link with both physical and human resources present in the school and community.

The scope and sequence chart in Section B provides an overview of the Community Health modules, indicating prerequisites and theme areas. Brief descriptions of the modules follow the scope and sequence chart in Section B.

Before selecting modules, teachers should check the module parameters outlined in each module (see Sections D, E and F of this Guide).

Community Health for Junior High School Students

The introductory level modules may be offered in part or in whole at the junior high level. As each school and community will vary in terms of available resources, it is important to access potential support networks prior to selecting module sequences.

The number of modules will vary according to the time available. Modules may be combined into courses and offered within a school year or over a span of a few years. Junior high students may not complete all the learner expectations in all the modules.

Suggested module selection for junior high schools would be:

- Caring for Children
- Child Development
- Family Dynamics

In addition, these modules could be combined with introductory modules from Foods, Fashion Studies and/or Financial Management.

Where appropriate, junior high school students may also take intermediate level modules.

Community Health for Senior High School Students

All introductory, intermediate and advanced modules may be offered to senior high students.

Depending on the interest and intent of the students, modules in Community Health may be clustered in a variety of ways. Students with a general interest in the strand may wish to sample modules from the various themes, while those with specific interest may focus on modules related to family studies or health services.

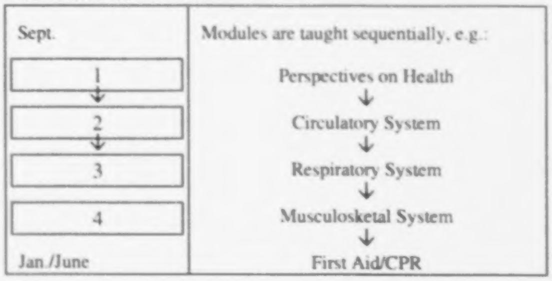
As in all CTS strands, students will identify, explore and prepare for future career opportunities. It is recommended that course planning include the integration of relevant career investigations throughout each modules, rather than in a singular or isolated study. Career profiles, interviews and job shadowing will acquaint students with the many technical and professional careers associated with Community Health.

Students intending to continue their studies in a post-secondary institution should be aware of the post-secondary linkages referred to in Section H.

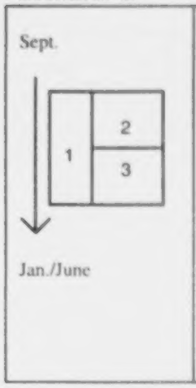
Module Blocking and Sequencing

Modules can be delivered sequentially, concurrently or combined as 3-, 5- or 6-credit courses as outlined below:

Scenario A



Scenario B



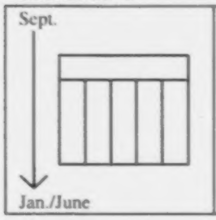
One module, such as First Aid, is taught throughout the course (e.g., 20 minutes per class), in conjunction with other modules.

First Aid/CPR

Circulatory System
↓
Respiratory System
↓
Musculoskeletal System
↓
Sports First Aid 1

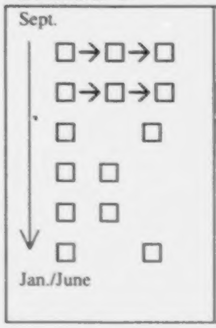
Teachers can also allow students to progress at a rate that is personally challenging; e.g.:

Scenario C



All students take one or two modules together, then are able to select modules from a menu of modules.

Scenario D



From a list of modules defined by the teacher, the students select which ones they will work on and, in consultation with the teacher, establish timelines for completion and submission of assignments, etc.

Organizing for Learning

Plans for instruction must address social, economic and environmental perspectives related to the family and health. Provide opportunities for students to become involved in learning experiences that reflect a broad understanding of related issues and alternatives. Presentations of course content that reflect a singular or narrow view are not consistent with learner expectations and must be avoided.

A "learn by doing" approach is recommended for the Community Health strand. Essentially, the teacher's role will become that of guide and partner in the learning process. The "learn by doing" approach requires the teacher to be facilitator and coach, rather than subject-based expert, as students actively participate in learning by doing and discovering.

Small group instruction is a good way to foster learning by doing and discovering. Small groups enable students to be active participants in learning, and develop independent and responsible learning habits. As students work in small group situations they will share information, solve problems, develop consensus, and help each other learn content and processes.

Refer to the *Career & Technology Studies Manual for Administrators, Counsellors and Teachers* (Appendix 4) for additional teaching strategies.

Community Resources

The community is a major stakeholder in education and can be an effective partner in the learning process. The use of community members and resources should be integrated into course planning. Business, industry and government agencies offer a wide range of services and resources, as do local clubs, service groups and institutions. When planning for the use of community resources, teachers should ensure that related presentations and/or activities:

- are consistent with student knowledge and skill levels
- demonstrate sound pedagogy
- are exemplary of approved health and safety standards
- provide a balanced approach to curriculum topics and related issues.

Addressing Safety in Off-campus Excursions

Field excursions are recommended and should be an important part of teaching and learning throughout the Community Health strand. Safety must be a prime consideration in planning off-campus learning experiences. Both teachers and students should engage in activities commensurate with their level of training and ability. Adequate instructional support, guidance and supervision must be provided at all times. Local jurisdiction and school policies must be understood and observed by principals, teachers, parents, supervisors and students.

Preparation and Risk Anticipation

The preparation stage is the most important part of any off-campus excursion. At this stage of planning, potential risks can be anticipated and either avoided or moderated. The preparation stage should focus attention on:

- trip administration, including the use of parental permission forms, health information forms, school/system authorization forms and accident report forms
- a review of laws and regulations relevant to the excursion and activities that will be undertaken
- study of the site to which the trip is being conducted, and the identification of potential hazards and risks
- determination of group size and the level of supervision that will be required (e.g., supervisor/student ratio)
- a briefing of parents, school administrators, government/industry authorities or others who should be informed in the event of an accident regarding itineraries, participants and emergency response plans
- pre-trip logistics, including transportation, equipment, facility and departure date considerations
- student preparation, including background knowledge and experience, mental and physical preparedness, and training in specific skill areas, and the appropriate ethical responsibilities and behavioural expectations at the designated site.

On-site Risk Management

Safety and risk management involves exercising situation-specific judgement throughout the course of an off-campus excursion. Judgement is the product of experience, and may include recognizing factors such as dangers imposed by equipment, a decline in physical strength, or a more challenging task. Many of the hazard recognition skills can be taught in the classroom in the preparation stage.

A significant aspect of on-site risk management is group management. Teachers can exercise appropriate group management strategies by focusing attention on:

- pacing and observation distance, including speed of travel, rest stops, distance travelled and maintaining safe distance for observations
- group control, including position of leader, regrouping procedures, signal systems and buddy systems
- the establishment of group rules and norms
- clearly defined task allocations for each student
- objective hazard recognition on the site, including machinery and equipment.

Identifying Linkages

Section H of this Guide describes some possible linkages between the Community Health area and:

- other CTS strands
- complementary programs such as art and drama
- core programs, e.g., math, science, social studies and language arts
- off-campus programs.

Teachers should be aware of the linkages of Community Health with the junior and senior high science, health, physical education, sports medicine and CALM programs. In particular, there is a close link between biology and intermediate and advanced level modules in the Health Science theme. Charts outlining these linkages are shown in Section H. Community Health is designed to give the students practical applications to enhance and complement the learnings in these courses. With collaborative, cooperative planning at the school level, the students will benefit from meaningful learning experiences.

To increase the time necessary to expand or enhance learnings, the student can access project modules from Career Transitions. Examples of CTR project modules contextualized to a Community Health theme could include infectious diseases and control, dentistry, ophthalmology, and women's health issues.

Project modules are **not** designed to be offered as distinct courses and should **not** be used to extend Work Experience 15, 25 and 35 courses.

In addition, practicum modules from Career Transitions are designed to provide opportunities to meet the requirements to attain a credential available from credentialling agencies external to the school. Credentialling opportunities available in Community Health are listed in Section H of this Guide.

Improved Smooth Transitions to the Workplace and/or Post-secondary Programs

As in other CTS strands, students will assess and prepare for future career opportunities. It is recommended that program planning include the integration of relevant career information and experiences. Through the development of career-specific skills, occupational profiles and on-site activities, students become aware of the training requirements and career opportunities related to family studies and health services.

Refer to Section H of the Guide for potential transitions students make into:

- the workplace
- related post-secondary programs or other avenues for further learning.

MODULE CURRICULUM AND ASSESSMENT STANDARDS:

SECTION D: INTRODUCTORY LEVEL

The following pages define the curriculum and assessment standards for the introductory level of Community Health.

Introductory level modules help students build daily living skills and form the basis for further learning. Introductory modules are developed for students who have no previous experience in the strand.

Module learner expectations define the competencies a student must demonstrate to achieve success in a module. Assessment standards define the criteria and conditions to be used for assessing the competencies defined in the module learner expectations.

Specific learner expectations provide a detailed framework for instruction and help students build the competencies defined in the module learner expectations. Additional information and suggestions for instruction are provided in the Notes column; teachers may wish to use this space to record their ideas for instruction or student projects.

Module CMH1010: Family Dynamics D.3
Module CMH1040: Caring for Children D.7
Module CMH1050: Child Development D.11
Module CMH1060: Home Care 1 .... D.15
Module CMH1080: Perspectives on Health D.19
Module CTR1210: Personal Safety (Management) D.25

MODULE CMH1010: FAMILY DYNAMICS

Level: Introductory

Theme: Sociocultural Perspectives

Prerequisite: None

Module Description: Students examine family structures, and roles and responsibilities, involved in meeting the demands of today's society. Students study past family and health patterns to determine how such patterns influence family life now and in the future.

Note: This module includes concepts that may be particularly sensitive to students, parents or community members.

Module Parameters: No specialized equipment or facilities.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• **describe historical and contemporary families, and their importance in society as a basic social institution**	• a presentation in which the student compares today's family with a historical family (a minimum of a 20-year gap) and predicts the effect of current trends on the family of the future as to: – family structures – roles and responsibilities – family traditions – decision making and authority patterns – family functions. *Assessment Tool* *CMH1010–1: Presentations/Reports: Families – Past, Present and Future* *Standard* *Performance rating of 1 on the rating scale*	30
• **demonstrate effective communication skills appropriate for resolving family conflicts**	• applied problem solving in which the student using a minimum of three scenarios applies the criteria of effective communication to resolve family conflicts. *Assessment Tool* *CMH1010–2: Conflict Resolution* *CMH1010–3: Conflict Resolution: Illustrative Example* *Standard* *Performance rating of 1 on the rating scale for each scenario*	20

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MODULE CMH1010: FAMILY DYNAMICS (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	***Assessment of student achievement should be based on:***	
• **show a health action plan based upon a summary of past and present health history of an individual**	• presenting an individual health summary (past and present) of self or of another. *Assessment Tool* *CMH1010–4: Presentations/Reports: Health Summary* *Standard* *Performance rating of 1 on the rating scale* • applying the individual health summary in the development of a plan to maintain or improve health for the future. *Assessment Tool* *CMHPAP: Personal Action Plan* *Illustrative Example: Personal Action Plan, CMH1010 Family Dynamics* *Standard* *Performance rating of one on the rating scale*	30
• **describe the effect of personal career choices on:** – **self** – **family** – **friends** – **school/community**	• completion of an analysis of Career Choices Worksheet. *Assessment Tool* *CMH1010–5: Career Choices Assessment Guide* *CMH1010–6: Career Choices: Illustrative Example* *Standard* *Performance rating of 1 on the rating scale*	20
• **demonstrate basic competencies.**	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

MODULE CMH1010: FAMILY DYNAMICS (continued)

Concept	Specific Learner Expectations	Notes
	The student should:	
Nature of the Family	• compare and contrast definitions of the historical and contemporary family and its various structures	Historical family resources; e.g., museums, archives, documentaries, media families.
	• research and analyze rights and responsibilities of family members: – to each other – to family as a whole – to the community – for health and safety	• Health/safety in the home environment • role of the family re: family care responsibilities • effect on personal life and family of personal health/safety decisions (substance abuse, physical abuse).

	• identify the uniqueness of a family (taking into consideration socioeconomic conditions and cultural differences), as related to:
	– family traditions
	– family structures
	– decision making and authority patterns
	– family functions
	– family life cycle stages
	– roles in one's career
	  • family
	  • job
	– impact of gender stereotypes
		Families Today.
		Photos, essays, videos, family heirlooms.
		Interview.

	• provide examples of changes that have occurred and are occurring to the traditional family, and predict future trends.	Trends such as: • telecommunications • self-employment • job-sharing • flex-time arrangement • stay-at-home parent • two-income families • family size • increased life expectancy.
Building Healthy Families • Communications	• identify the importance of communication in the building of healthy family relationships: – sending a clear message – effective listening – barriers to communication	Role playing. Communication dyads. Mediators. Case studies. Conflict resolution. Resource: *Families Today*.

Concept	Specific Learner Expectations	Notes
• Communications (continued)	*The student should:* • demonstrate communication skills to resolve conflicts: – awareness (identify the problem) – setting limits – argument (identify and evaluate the alternatives) – negotiation (choose the best solution) – follow-up (implement and evaluate the solution).	
Observation, Assessment and Application	• research a family health history, documenting genetic lineages to various diseases • research and write a health history, including: – immunization records – medical history including medical conditions, childhood diseases, hospitalization and surgery – inherited diseases and predisposition to health problems • prepare a personal action plan that may promote well-being throughout the lifespan.	Teachers are reminded to be sensitive to the needs of individual students—for some, this may be a difficult assignment. A letter should be sent to parents explaining the purpose of this assignment. An alternative case study or family tree should be available. E.g.: asthma, epilepsy, diabetes, allergies, sickle cell anemia, Tay-Sachs disease.
Career Exploration	• define, using the CTS definition of careers, the influence of personal life choices on: – family members throughout the life cycle – friends – community.	

MODULE CMH1040: **CARING FOR CHILDREN**

Level: Introductory

Theme: Skills for Caring

Prerequisite: None

Module Description: Students focus on accident prevention, handling emergencies, and the rights and responsibilities of the caregiver (babysitter) and the families.

Note: Students qualify for a babysitting certificate, if they meet the competencies as specified by the credentialling agency—St. John Ambulance or Canadian Red Cross.

Module Parameters: Access to instruction from an individual with a Standard First Aid certificate recommended.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• identify the rights and responsibilities of the babysitter/caregiver, the babysitter's family and the employer	• identifying the rights and responsibilities of the caregiver, his or her family and the employer. *Assessment Tool* *CMH1040–1: Child Care Worksheet* *Standard* *Performance rating of 1 on the rating scale*	10
• demonstrate the knowledge and skills required for child care, including: – infant caregiving skills – food selection and presentation – selection of safe and appropriate play activities – first-aid skills	• practical experiences in which the student: – demonstrates five infant caregiving skills – prepares and presents food for a child of a specific age group – identifies three safe and appropriate toys, activities or equipment for babies, toddlers and preschoolers – demonstrates basic first-aid skills. *Assessment Tool* *CMH1040–2: Child Care Skills Checklist* *Standard* *As stated on the tool*	50

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MODULE CMH1040: CARING FOR CHILDREN (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• identify appropriate solutions to babysitting problems and emergency situations	• appropriate solutions to three common babysitting behavioural problems and two emergency situations. *Assessment Tool* *CMHSCN: Scenarios* *CMH1040–3: Babysitting: Sample Scenarios* *Standard* *Performance rating of 3 on the rating scale for each scenario*	15
	• a concept test consisting of questions on all aspects of child care. *Assessment Tool* *CMH1040–4: Sample Babysitting Test Questions, St. John Ambulance, Canadian Red Cross Babysitter (or other agencies) exam or teacher-developed exam* *Standard* *Performance rating as required for certification or 14/20 on CMH test*	15
• describe personal competencies in providing child care, and show a personal plan of action that will promote effective child care	• assessment of personal competencies following a practical child care experience. *Assessment Tool* *CMHPAP: Personal Action Plan* *Standard* *Performance rating of 1 on the rating scale*	10
• demonstrate basic competencies.	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

MODULE CMH1040: CARING FOR CHILDREN (continued)

Concept	Specific Learner Expectations	Notes
	The student should:	
Management	• list the rights and responsibilities of babysitters/caregivers, their family and the employer	
	• outline babysitting as a business including: – how to get a job – reference check – expertise expected – dates and times – location – transportation – wage	
	• describe strategies babysitters can use to ensure personal health and safety	
	• using the basic guidelines for getting along with children (calm and consistent, in control, honest and fair), identify common babysitting problems and evaluate possible solutions.	• Temper tantrums, fighting, shyness, fears, play.
Observation, Assessment and Application	• demonstrate the basic skills of infant care: – picking up a baby – holding, changing, feeding, putting to bed	Babysitter Safety Course Materials.
	• describe and/or demonstrate the procedures for accident prevention and handling emergencies: – general first-aid procedures for primary survey, bleeding, rescue breathing, choking, poisoning, burns, head and bone injuries, foreign objects, bites and stings, blisters, frostbite, hypothermia, fainting, shock, heatstroke, seizures, splinters, sprains – unusual circumstances such as fire, illness, strangers, child abuse – accessing emergency health care.	Demonstrations should be done for a qualified first-aid instructor.

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MODULE CMH1040: CARING FOR CHILDREN (continued)

Concept	Specific Learner Expectations	Notes
Safety and Health Promotion	*The student should:* • list strategies to make eating safe and enjoyable for babies, toddlers and preschoolers • identify safe and appropriate toys, activities and equipment for infants to six years • explain how to create a safe inside and outside environment: – child-proof the home – family fire escape plan.	Create a babysitter's "cope kit."
Career Exploration	• identify personal knowledge, skills and attitudes in the area of child care following a practical child care experience.	

MODULE CMH1050: CHILD DEVELOPMENT

Level: Introductory

Theme: Skills for Caring

Prerequisite: None

Module Description: Students examine the needs and behaviours of children in various stages of development, and demonstrate management and caregiving skills applicable to each developmental stage. Students identify various community care facilities and observe how different centres meet the needs of the children and family. Students explore their interest in working with young children.

Module Parameters: No specialized equipment or facilities.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• identify the physical, mental and social development of children, ages 0–6, and describe the appropriate care required for each developmental stage	• a presentation that outlines the development of children and describes the needs of children in relation to their age and developmental stage. *Assessment Tool* *CMH1050–1: Presentations/Reports: Child Development* *Standard* *Performance rating of 1 on the rating scale*	25
• identify appropriate solutions to child care problems and emergency situations	• applied problem solving in which the student: – provides appropriate solutions to three scenarios showing the need for routines and boundaries in child care – provides appropriate solutions to three scenarios depicting emergency situations. *Assessment Tool* *CMHSCN: Scenarios* *CMH1050–2: Child Development: Sample Scenarios* *Standard* *Performance rating of 1 on the rating scale for each scenario*	20

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MODULE CMH1050: CHILD DEVELOPMENT (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
	• practical problem-solving experiences in which the student: – plans a one-day menu suitable for a young child – prepares and evaluates one meal for a child – evaluates a toy or activity suitable for a young child – charts a child's clothing needs and costs for one season. *Assessment Tool* *CMH1050–3: Presentations/Reports: Child Development Tasks* *Standard* *Performance rating of 1 on the rating scale*	35
• identify child-focused community resources, and evaluate the programs based on individual child and family needs	• identifying community resources available and evaluating how they meet the needs of children. *Assessment Tool* *CMHCR: Community Resource* *Standard* *Performance rating of 1 on the rating scale*	10
• identify career opportunities related to community child care	• investigating a career associated with community child care. *Assessment Tool* *CMHCR: Community Resource* *Standard* *Performance rating of 1 on the rating scale*	10
• demonstrate basic competencies.	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

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MODULE CMH1050: CHILD DEVELOPMENT (continued)

Concept	Specific Learner Expectations	Notes
The Healthy Body	*The student should:* • identify the physical, mental and social development of: – infants – toddlers – preschoolers – school-aged children – special needs children • describe the needs of children in relation to their developmental behaviours.	Erikson's stages of emotional development. Piaget's stages of cognitive development. Kohlberg's stages of moral development.
Observation, Assessment and Application	• describe the need for love and security to promote healthy development • describe the need for routines and boundaries and evaluate various strategies that could be used • describe the importance of nutritious foods and establishing healthy dietary habits early in a child's life • identify the type and amount of clothing required by a small child: – discuss the environmental and economic issues related to children's clothing • describe how children learn through play: – cite examples of toys or activities that will help children develop physically, mentally and socially – categorize play activities according to a child's age and stage of development.	Discuss the need to recognize cultural diversities as they affect child development and care. Select and prepare nutritious, safe foods for small children. Collect pictures of clothing suitable for a child, give costs and reasons for buying. • diapers • uni-sex clothing • second-hand clothing. Create a toy or design an activity and evaluate the product based on a child's needs and interests.
Health and Safety Promotion	• outline strategies to provide a clean, safe environment to prevent illness and injury • demonstrate common sense in handling an emergency situation.	

MODULE CMH1050: CHILD DEVELOPMENT (continued)

Concept	Specific Learner Expectations	Notes
	The student should:	
Community Support Facilities	• identify the community resources available to meet the needs of young children, including: – child care options – recreation – education – support groups.	Stay-at-home parent, day home, day care, nanny, after-school program.
Career Exploration	• identify one or more occupations associated with a community child-focused resource including duties, education/training required, employment opportunities, salary and benefits.	Registered day home provider, day care worker, professional nanny service, early childhood educator, community after-school program supervisory or volunteer, children's book author, toy designer, community health worker.

MODULE CMH1060: **HOME CARE 1**

Level: Introductory

Theme: Skills for Caring

Prerequisite: None

Module Description: Students study the roles, rights and responsibilities, communication and management skills necessary to providing home care. To further gain understanding of home care, students study the promotion and maintenance of a healthy integumentary system. Community support resources are identified.

Module Parameters: No specialized equipment or facilities.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on*	
• describe the impact on the individual and his or her family when home care is required	• an applied problem-solving activity in which the student analyzes three scenarios to assess the impact on the individual and family when home care is required. *Assessment Tool* *CMHSCN: Scenarios* *CMH1060–1: Home Care: Sample Scenarios* *Standard* *Performance rating of 1 on the rating scale for each scenario*	15
• describe the management of home care with respect to: – roles, rights and responsibilities of caregivers – support resources available – importance of providing respite care for the primary caregiver	• a presentation/report in which the student: – describes a minimum of five roles and rights/responsibilities of caregivers – describes five support resources available – describes three alternatives for respite care for the primary caregiver. *Assessment Tool* *CMH1060–2: Home Care Management Tasks* *Standard* *Performance rating of 1 on the rating scale*	15

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MODULE CMH1060: HOME CARE 1 (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on*	
• identify and describe factors related to promoting and maintaining a healthy integumentary system	• a concept test consisting of a minimum of 30 questions indicating knowledge of the anatomy, physiology, pathology and care of the integumentary system. *Assessment Tool* *CMH1060–3: Concept Test: Integumentary Sample Questions* *Standard* *Performance rating of 50%*	20
	• practical activity in which student demonstrates skin care needs and promotion of healthy skin. *Assessment Tool* *CMHHCS: Home Care Skills: Home Care 1* *Standard* *Performance rating of 3 on the rating scale*	10
• demonstrate procedures for providing effective home care	• practical activities in which the student demonstrates: – three environmental adaptations – three equipment adaptations – aseptic techniques – taking and recording vital signs – applications of hot and cold treatments (dry and moist) – application of simple sterile dressings – proper body mechanics. *Assessment Tool* *CMHHCS: Home Care Skills: Home Care 1* *Standard* *Performance rating of 3 on each skill*	40
• demonstrate basic competencies.	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
	The student should:	
The Nature of the Family	• examine situations that require adaptations in the home to care for a family member	• Early discharges • Home care for challenged individuals.
	• identify how home health care affects family dynamics	
	• identify basic needs and assess the level of care required considering lifespan stages and cultural diversities	E.g.: nutrition, grooming and hygiene, physical, social and emotional comfort.
	• identify resources within the family to meet these needs	
	• identify availability of community health resources that provide additional support services.	• Home care—private agencies • Rehab • Nursing • Housekeeping.
Management	• explain the roles, rights and responsibilities of a caregiver in the home considering: – individual values – promoting independence – communication with the individual, family members and members of the health team – personal grooming, hygiene, nutrition – ensuring a safe and comfortable environment – personal services – basic housekeeping tasks – ethical and legal responsibilities	Cultural diversities. Lifespan stages. Banking, appointments, groceries, mail, pet care, prescriptions, transportation.
	• describe the importance of maintaining the personal well-being of the caregiver	Care for the caregiver.
	• describe the importance of providing respite care to the primary caregiver.	
The Healthy Body	• identify and understand the basic anatomy and physiology of the integumentary system—differentiating the layers, underlying tissues, accessory organs and appendages	• Diagrams, models.

Concept	Specific Learner Expectations	Notes
The Healthy Body (continued)	*The student should:* • list the signs and symptoms, possible treatments and prevention of a variety of skin disorders.	• Consider acne, impetigo, chickenpox, measles, athlete's foot, skin cancer, etc. • Diagram, poster, demonstration (massage, back rub, partial bath, manicure).
Observation, Assessment and Application	• describe how to adapt the environment and equipment	• Cultural diversities • Individual's personality • Lifespan stages.
	• use and evaluate proper aseptic techniques with regard to handwashing, cleaning and maintaining supplies and equipment, proper use and disposal of barrier devices	• Universal precautions • Gloves • Masks • etc.
	• define the importance of and demonstrate proper techniques for taking and recording vital signs	
	• identify and analyze various situations that may require applications of hot and cold treatments and dressings as may be prescribed by a health care professional	
	• demonstrate the application of hot and cold treatments (dry and moist) and of dressings (simple, sterile)	
	• identify the principles of and demonstrate proper body mechanics when performing tasks and/or personal care: – lifting, pulling, pushing – assisting with body positioning, transferring – lifting devices, mechanical aids, safety devices.	• Physiotherapist.

MODULE CMH1080: PERSPECTIVES ON HEALTH

Level:	Introductory
Theme:	Health Sciences
Prerequisite:	None
Module Description:	Students identify the determinants of good health, and examine how these determinants affect personal well-being. Students also discuss the shared roles, rights and responsibilities of health services and the changing trends in health. **Note**: This module includes concepts that may be particularly sensitive to students, parents or community members.
Module Parameters:	No specialized equipment or facilities.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• identify determinants of good health and describe how they affect all dimensions of well-being	• applied problem-solving activity in which the student analyzes a scenario to determine how all dimensions of well-being are affected by the determinants of good health. *Assessment Tool* *CMHSCN: Scenarios* *CMH1080–1: Perspectives on Health: Sample Scenarios* *Standard* *Performance rating of 1 on the rating scale*	10
• describe the physical make-up of the human body	• a concept test consisting of a minimum of 10 questions in each of the following categories: – cells, tissues, organs and body cavities – structure and function of the body systems – interdependence between the various body systems – common medical/anatomical terms – disease classification. *Assessment Tool* *CMH1080–2: Concept Test: Health Sample Questions* *Standard* *Performance rating of 50%*	20

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MODULE CMH1080: PERSPECTIVES ON HEALTH (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• describe how health involves shared roles, rights and responsibilities between the individual and society	• a research report indicating the roles, rights and responsibilities of the government, community, family and the individual for health services. *Assessment Tool* *CMH1080–3: Health Services Responsibilities* *Standard* *Performance rating of 1 on the rating scale*	40
• describe a current health issue that focuses on the changes in health services	• an analysis of two current issues related to health services. *Assessment Tool* *CMH1080–4: Issues in Health Services* *Standard* *Performance rating of 1 on each issue*	30
• demonstrate basic competencies.	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
	The student should:	
The Healthy Body	• define health: – WHO definition giving examples of what is meant by physical, mental and social well-being	
	• develop examples that demonstrate the relationship between physical, social and mental well-being and the overall health of an individual	CALM resources. Scenarios.

Concept	Specific Learner Expectations	Notes
The Healthy Body (continued)	*The student should:* • identify and describe the determinants of health which are: – social and economic environments – physical environments – biological endowment – health services (healthy child development is crucial and factors contributing to child development are included in each category)	Reference the *Canadian Health Care System* (Wilson).
	• identify various cultural differences as they affect health; e.g.: – blood transfusion – circumcision – breast feeding – immunization – restricted genetic pool	Teachers are reminded to be sensitive to the needs of individual students – for some this may be a difficult assignment.
	• demonstrate a basic understanding of the physical make-up of the human body: – cells, tissues, organs and body cavities – structure and function of the 10 body systems – interrelationship between the various body systems – common medical/anatomical terms: • planes • directional terms • common prefixes, suffixes, root words • disease classification.	Diagrams, worksheets, overheads. School nurse. Biology resources. Videos.
Nature of the Health System	• research the role of the federal government in the provision of health services, including: – principles of the 1984 *Canada Health Act*: 1. public administration 2. comprehensiveness 3. universality 4. portability 5. accessibility – education, health promotion – research – global responsibilities – pension plans – setting standards	Reference the *Canadian Health Care System* (Wilson). WHO, immigration travel. FDA.

MODULE CMH1080: PERSPECTIVES ON HEALTH (continued)

Concept	Specific Learner Expectations	Notes
	The student should:	
Nature of the Health System (continued)	• identify the role of the provincial government in the provision of health services in the following areas: – Alberta Health Care Insurance – regulation of health professionals – Regional Health Authorities – Occupational Health and Safety – Family and Social Services – specialty clinics	STD clinics, AADAC.
	• identify the role of the community in the provision of health services through: – voluntary agencies – special-interest groups	

	• identify the role of private industry in the provision of health services, including:
	– physicians
	– nursing
	– physical therapy
	– occupational therapy
	– respiratory therapy
	– alternative (complementary) medicine
	– nutritionists and dietitians
	– home care
	– specialty clinics:
	  • sports medicine
	  • eye care clinics
	  • diagnostic facilities
	  • abortion
	– vendors:
	  • pharmacies
	  • medical suppliers
	– private insurance
		Travel, school, medication, ambulance.

MODULE CMH1080: PERSPECTIVES ON HEALTH (continued)

Concept	Specific Learner Expectations	Notes
	The student should:	
Nature of the Health System (continued)	• identify the role of the family in the provision of good health • identify the individual's rights and responsibilities in accessing health services.	Consumer Rights (1989) 1. right to be informed 2. right to be respected as the individual with the major responsibility for his or her own health care 3. right to participate in decision making affecting his or her health 4. right to equal access to health care regardless of the individual's economic status, sex, age, creed, ethnic origin and location. • Lifestyle responsibilities • avoiding fraud, quackery.
The Changing Focus of Health	• describe how the focus of health is changing.	• From organ-specific treatment to a more holistic approach • less paternalistic • self-care is encouraged • involvement of the family • health promotion and education • pharmacology.
Ethics/ Professionalism	• analyze ethical/professional issues related to health services.	• Reproductive technology • *Smart card* • confidentiality • organ transplants • the right to live/die • medical research.

MODULE CTR1210: PERSONAL SAFETY (MANAGEMENT)

Level: Introductory

Theme: Injury Prevention

Prerequisite: None

Module Description: Students develop practical safety-related knowledge, skills and attitudes, and obtain certification in emergency first aid.

Module Parameters: Access to personal protective equipment and emergency first aid materials; access to safety specialists and certificated first aid instructors.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• identify and describe:	• report or presentation on occupational health and safety, including:	
– health and safety stakeholders	– health and safety stakeholders	5
– legislation relating to health and safety	– legislation relating to health and safety	5
– hazards; e.g., office safety	– hazards; e.g., offices	10
– careers in safety	– careers in safety.	5
	Assessment Tool *CTSPRE: Presentations/Reports*	
• demonstrate basic health and safety practices including:	• presenting a personal health and safety plan and demonstrating safe practices:	
– burn prevention	– burn protection	10
– use of personal protective equipment (PPE)	– personal protective equipment	10
– back care	– back care.	10
	Assessment Tool *Basic Competencies Reference Guide* *CTSPRE: Presentations/Reports*	
• develop and implement a personal health and safety plan	• meeting the standards specified on a test based on: – Workers' Compensation Board – Occupational Health and Safety – Workplace Hazardous Materials Information System – Materials Safety Data Sheets.	20
	Assessment Tool *CTR1210/2210/3210: Job Safety Skills Modules* *CTR1210–3: Occupational Health and Safety Multiple Choice Test*	

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MODULE CTR1210: PERSONAL SAFETY (MANAGEMENT) (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• **complete, successfully, a course in emergency first aid (EFA)**	• successful completion of an EFA course	25
• **demonstrate basic competencies.**	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
	The student should:	
Stakeholders	• define stakeholders and identify them in the context of workplace and worker safety • define worker and employer • describe the rights and responsibilities of workers and employers • explain the role of Workers' Compensation Board (WCB) • describe the procedure for filing a claim • complete a claim form • accurately complete report, using WCB accident forms: employer and employee.	Use resource persons from WCB, an injured speaker. Use actual claim scenarios.
Legislation	• identify information sources about health and safety related to the workplace • explain the responsibility of each major stakeholder in a typical workplace • identify general and specific information in the legislation regarding major topics.	Obtain from Queen's Printer: • General safety regulations • *Occupational Health and Safety Act.*

Concept	Specific Learner Expectations	Notes
Terms and Procedures	*The student should:* • describe the three phases of dealing with a hazard (identification, evaluation and control) • explain and use terms related to health and safety; e.g., hazard, risk, accident, injury • explain the progressive steps in a prevention strategy (hazard, exposure, injury).	
Commitment	• demonstrate a proactive personal commitment toward improvement of health and safety.	
Costs	• identify the direct and indirect costs of injuries to Alberta workers • explain the reasons why young workers have a disproportionate claim rate.	
Workplace Hazardous Materials Information System (WHMIS)	• define and explain the basic purpose of WHMIS legislation • identify ways workers can receive information about chemical hazards • explain how: – hazardous chemicals can enter the body – principle routes of entry into the body • identify specific information found on a Material Safety Data Sheet (MSDS).	Reference: *WHMIS Handbook*.
Hazards	• define health and the aims of occupational health • identify and describe the following categories of occupational hazards: – physical – biological – chemical – attitudinal • list and explain internal and external factors affecting a worker's health status • identify and list potential hazards found in the home, in school or in a workplace.	

Concept	Specific Learner Expectations	Notes
Workplace Safety	*The student should:* • identify and list hazards within a work environment; e.g.: – office – construction site – retail – child care centres – health centres – fitness centres • describe potential consequences of hazards left unattended • explain appropriate corrective actions • demonstrate ability to communicate information appropriately about a hazard and hazard prevention practices to others; e.g., teacher, parent, employer, employees • develop a plan to safely address potential hazards found in a selected workplace.	Use video: *Office Safety: It's a Jungle in There.*
Burn Prevention	• explain the types and operation of smoke and heat detectors • explain the role of detectors in preventing burn injuries or death • explain the need for sprinkler systems and their role in reducing injuries, damage and death • design an emergency fire escape route for home, school or workplace.	

Concept	Specific Learner Expectations	Notes
	The student should:	
Personal Protective Equipment	• identify and match specific types of personal protective equipment (PPE) to specific hazards • distinguish the specific uses of safety gloves, goggles and face shields • describe the two types of PPE available to protect against hearing loss • describe the two types of respirators and explain when each should be used • list kinds of fall protection devices • identify and list different types of special protective clothing and equipment specific to a work site.	Each trade may have specific PPE. Consult with tradespersons, local business, Occupational Health and Safety (OH&S) and WCB personnel.
Back Care	• label major regions and structures of the spinal column • define chronic and acute back injuries • list major causes of back problem • identify common back disorders • demonstrate appropriate body mechanics for lifting, moving, etc. • identify the advantages of participating in a back maintenance program.	
First Aid	• participate in a recognized emergency first-aid course including CPR; e.g., St. John or Red Cross.	Various certification programs are available. First-aid certification is normally valid for two years only. Consult with St. John or Red Cross agency. See Community Health CMH2120: First Aid/ CPR.
Careers in Safety	• identify and describe potential career paths relating to workplace safety.	Consult with WCB, OH&S, safety and health care professionals.

MODULE CURRICULUM AND ASSESSMENT STANDARDS:

SECTION E: INTERMEDIATE LEVEL

The following pages define the curriculum and assessment standards for the intermediate level of Community Health.

Intermediate level modules help students build on the competencies developed at the introductory level and focus on developing more complex competencies. They provide a broader perspective, helping students recognize the wide range of related career opportunities available within the strand.

Module CMH2010: Adolescent Health Issues E.3
Module CMH2020: Perspectives on Marriage E.7
Module CMH2030: Community Volunteerism E.11
Module CMH2050: Day Care 1 ..... E.15
Module CMH2060: Home Care 2 (Personal Care Services) E.21
Module CMH2070: Sensory Challenges E.27
Module CMH2080: Respiratory System E.31
Module CMH2090: Circulatory System E.35
Module CMH2100: Musculoskeletal System E.39
Module CMH2110: Complementary Therapies E.43
Module CMH2120: First Aid/CPR E.47
Module CMH2130: Sports First Aid 1 ..... E.51

MODULE CMH2010: ADOLESCENT HEALTH ISSUES

Level: Intermediate

Theme: Sociocultural Perspectives

Prerequisite: None

Module Description: Students explore and examine various health issues that are of interest to modern adolescent teens, and identify community resources available to teenagers.

Note: This module includes concepts that may be particularly sensitive to students, parents or community members.

Module Parameters: No specialized equipment or facilities.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• compare and contrast contemporary North American adolescents with adolescents of a previous era or a different culture	• comparing contemporary adolescents with adolescents of a previous era or a different culture. *Assessment Tool* *CMH2010–1: Presentations/Reports: Adolescents* *Standard* *Performance rating of 2 on the rating scale*	20
• identify and describe health issues that affect the well-being of the adolescent	• identifying and describing an adolescent health issue as it affects all dimensions of well-being. *Assessment Tool* *CHM2010–2: Research Process: Adolescent Health Issues* *Standard* *Performance rating of 2 on the rating scale*	45
• identify and evaluate community resources that are available for adolescents, and profile a career opportunity in this area	• identifying and evaluating a minimum of five community resources available for adolescents. Complete a profile for a career opportunity that promotes adolescent health. *Assessment Tool* *CMHCR: Community Resource* *Standard* *Performance rating of 2 on the rating scale*	15

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Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• describe a personal action plan that will promote well-being throughout the lifespan	• applied problem solving in which the student addresses an adolescent issue and develops a personal action plan that will promote well-being throughout the lifespan. *Assessment Tool* *CMHPAP: Personal Action Plan* *Standard* *Performance rating of 1 on the rating scale*	20
• demonstrate basic competencies.	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
	The student should:	
Healthy Adolescents	• define adolescence and related concepts such as: – maturity – puberty – teenager – juvenile – youth	
	• compare the various viewpoints of adolescence from the perspectives of theorists	Psychology and child development text books.
	• evaluate current perceptions of adolescents, giving reasons why these perceptions exist and ways teenagers can dispel or perpetuate these perceptions.	Energetic, assertive, drive toward independence, loyal, enthusiastic, pampered, spoiled, irresponsible, immoral, cynical, rebellious, hedonistic.

Concept	Specific Learner Expectations	Notes
Healthy Adolescents (continued)	*The student should:* • compare and contrast adolescents of today to adolescents of previous eras: – colonial adolescents – roaring 20s – jitterbug era – rock'n roll 50s – "hippie," "flower child" – generation X.	Develop a comparative chart, dress, music, education, sexuality, leisure time, role expectations.
Cultural Diversities	• compare and contrast expectations of adolescents in a multicultural framework.	Exchange students.
Observation, Assessment and Application	• identify concerns and issues of the adolescent considering the interrelatedness of all dimensions of well-being; e.g.: – physical; e.g.: • weight control—underweight/overweight • tanning salons • substance use/abuse • smokeless tobacco, cigarettes • tattooing and body piercing – intellectual; e.g.: • concerns beyond school • grades • post-secondary decisions • graduation grief • grades versus part-time work – emotional; e.g.: • depression • anxiety, stress • family concerns—effects of divorce, separation, step-families • suicide – spiritual; e.g.: • cults • Satanism • religious influences positive/negative	Eating disorders. Steroid use. Alcohol, drugs, prescription drugs.

Concept	Specific Learner Expectations	Notes
Observation, Assessment and Application (continued)	*The student should:* • identify concerns and issues of the adolescent considering the interrelatedness of all dimensions of well-being; e.g.: – social; e.g.: • peer expectations/ perceptions • STDs • teen pregnancy, teen parenting—dating/ relationship abuse • teen/parent conflict • teen runaways • juvenile delinquency • research adolescent health issues including: – an assessment of the predominance of the issue as related to adolescents of today – a review of current literature dealing with the issue – a discuss on how the issue affects all dimensions of well-being – community resources available to adolescents – a personal action plan that will promote well-being throughout the lifespan.	This research may be teacher directed, student directed or a combination. • may be good to establish criteria for class to research the first topic as a class (teacher directed) before having students research one topic each. • to select the topic, have an anonymous poll of topics students are most interested in (or a vote) and focus on these.
Career Exploration	• research potential career opportunities related to the health issues of adolescents; e.g.: – social workers – counsellors – coaches – recreational directors – probation officers – police – pastoral occupations.	May occur as part of research and report presentations.

MODULE CMH2020: PERSPECTIVES ON MARRIAGE

Level: Intermediate

Theme: Sociocultural Perspectives

Prerequisite: None

Module Description: Students examine relationships and related issues as they apply to marital relationships, and acquire life skills that will help them now and in the future.

Note: This module includes concepts that may be particularly sensitive to students, parents or community members.

Module Parameters: No specialized equipment or facilities.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• identify factors that affect healthy marriages • describe legal implications before/ during and after marriage	• a concept test consisting of a minimum of: – 10 questions on factors affecting healthy marriages – five questions on legal implications for marriage – three questions on healthy/unhealthy and abusive relationships. *Assessment Tool* *CMH2020–1: Sample Questions: Marriage* *Standard* *Performance rating of 50%*	20
• describe issues that affect marriages today	• an applied problem-solving activity in which the student, using a minimum of two scenarios, analyzes issues affecting marriages today. *Assessment Tool* *CMHSCN: Scenarios* *CMH2020–2: Marriages Today: Sample Scenarios* *Standard* *Performance rating of 2 on the rating scale for each scenario*	20
• describe a personal philosophy on marriage	• describing a personal philosophy of marriage, focusing on priorities and giving reasons for your choices. *Assessment Tool* *CMH2020–3: Presentations/Reports: Marriage* *Standard* *Performance rating of 2 on the rating scale*	30

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Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • **describe the resource management skills necessary when planning a marriage ceremony**	*Assessment of student achievement should be based on:* • describing the management of resources (time, money, human) necessary to plan a marriage ceremony. *Assessment Tool* *CMH2020–4: Research Process: Marriage Ceremony* *Standard* *Performance rating of 2 on the rating scale*	30
• **demonstrate basic competencies.**	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
Nature of Relationships	*The student should:* • identify factors to be considered when contemplating marriage	E.g.: • cultural diversity • financial • in-laws • careers • parenting • familial expectations.
	• identify factors that lead to healthy marriages	
	• distinguish between healthy, unhealthy and abusive relationships	Complete a reflective report based on past and current relationships and future expectations.
	• research legal procedures of getting married, living common-law, annulments, divorce and remarriage, marriage contracts, group marriages, wills.	Newspaper articles social trends.

MODULE CMH2020: PERSPECTIVES ON MARRIAGE (continued)

Concept	Specific Learner Expectations	Notes
	The student should:	
Observation, Assessment and Application	• define and defend lifestyle choices of remaining single, marrying or other alternatives	(Consider functions, cultural, societal and religious reasons and legal issues.)
	• using current research, analyze issues in relationships today	*Coming of Age in Alberta*, Premier's Council publication.
	• develop a personal philosophy of marriage, prioritizing and giving reasons for your choices, considering the following: – religion – social – cultural – fidelity – goals – children – family – careers	
	• describe how a personal philosophy may change during different stages of the lifespan	
	• describe adjustments in the early period of marriage to determine individual roles and ways of handling finances, in-laws, work and differences.	
Management	• describe the management of resources necessary when planning a marriage ceremony, e.g.: – plan a wedding including ceremony, reception, wedding attire, invitations, flowers, decorations, favours, food and beverages, photography and/or videos, transportation, music, wedding day grooming, honeymoon and your first home.	Consider cultural contexts. Guest speaker, wedding consultant or use bridal magazines.
Career Exploration	• re-evaluate own marriage philosophy and confirm or make changes explaining the decision.	

MODULE CMH2030: COMMUNITY VOLUNTEERISM

Level: Intermediate

Theme: Sociocultural Perspectives

Prerequisite: None

Module Description: Students, through exploration and participation, examine and demonstrate the roles of effective community volunteers.

Module Parameters: All student release forms required by the school must be in place.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• **perform, as a volunteer, assigned tasks and responsibilities efficiently and effectively**	• a portfolio including: – personal qualities/attributes – job description outlining duties and expectations of the volunteer and the beneficiary – placement assessment: • individual effort • interpersonal interactions • resource management • health and safety. *Assessment Tool* *CMHPTF: Portfolio* *Standard* *Performance rating of 2 on the rating scale*	70
• **describe personal performance as a volunteer**	• prepare a personal assessment of a volunteer experience including: – assessment of present competencies – personal action plan for improving competencies. *Assessment Tool* *CMHPAP: Personal Action Plan* *Standard* *Performance rating of 2 on the rating scale*	20

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Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• **identify and describe careers related to community volunteerism**	• identifying and describing career opportunities related to the volunteer experience. *Assessment Tool* *CMHPTF: Portfolio* *Standard* *Performance rating 2*	10
• **demonstrate basic competencies.**	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
	The student should:	
Volunteerism	• define volunteerism	Volunteer work is done by persons of any age who give of their time, talents and energy to help others.
	• describe the personal reward of volunteering: – self-esteem – learning – résumé – reference – experience community awareness – career awareness – initiate health promotion	
	• list and assess societal benefits of volunteerism	

MODULE CMH2030: COMMUNITY VOLUNTEERISM (continued)

Concept	Specific Learner Expectations	Notes
Volunteerism (continued)	*The student should:* • outline the potential impact of volunteerism on opportunities for paid employment • outline and discuss the essential characteristics of a volunteer: – confidentiality/ethics – attendance/punctuality – resource/time management – adherence to rules and regulations – safety – enthusiasm – sense of humour.	• Reliability • courtesy • caring • respectful.
Client	• outline the clients' responsibilities • describe what behaviours might be encountered from the clients (e.g., gratitude, embarrassment, resentment) • identify possible reasons for these behaviours and suggest strategies to deal with them.	Therapeutic reciprocity.
Observation, Assessment and Application	• research a suitable community placement that will enhance interests and abilities. Write a job description outlining the duties and expectations. With the teacher's and client's approval, finalize arrangements • practise approximately 20 hours of volunteerism in a teacher-approved community locale • analyze an evaluation by the client and a self-evaluation of the volunteer position.	Telephone several agencies and make an appointment to discuss suitability, needs and wants, time, duties, etc. • Relationship with client • Use of previously acquired knowledge and skills.
Career Exploration	• match the volunteer activity(ies) to a possible career opportunity.	

MODULE CMH2050: **DAY CARE 1**

Level: Intermediate

Theme: Skills for Caring

Prerequisite: None

Module Description: Students investigate the roles and responsibilities of a child care worker, and develop communication and observation skills. Students also develop skills to assist in the physical, social, emotional and intellectual development of children from birth to age six.

Module Parameters: No specialized equipment or facilities.

Note: If students successfully complete Day Care 1 and Day Care 2, two practicum modules and are 16 years of age, they are eligible for a Level I Orientation Qualification Certificate providing the objectives of the *Self-Study Orientation Course for Day Care Centre Staff*★ have been met. This is the minimum qualification required for day care employees in Alberta. Students should be aware that a security check will be required for employment in a day care.

For certification, students must complete a practicum module from Career Transitions in a Day Care centre, under the supervision of a staff member with a minimum Level II Day Care Centre Staff Provincial Qualification Certificate.

Supporting Module: CMH1050 Child Development

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• describe the roles and responsibilities of a child care worker	• completion of the tasks and roles assignment (Learning Record PM1-7).† *Assessment Tool* *CMH2050–1: Day Care Assessment Tool* *Standard* *Performance rating of 2 on the rating scale*	5
• identify aspects of safety that must be considered in a day care setting	• completion of an observation sheet and/or checklist that identifies safe practices in a day care setting. *Assessment Tool* *CMH2050–1: Day Care Assessment Tool* *Standard* *Performance rating of 2 on the rating scale*	5

★ *Self-Study Orientation Course for Day Care Staff*, available from Alberta Family and Social Services Day Care Programs, Seventh Street Plaza, 10030 – 107 Street, Edmonton, Alberta, T5J 3E4.

† Exercises and learning records are found in the *Self-Study Orientation Course for Day Care Staff*.

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• demonstrate communication and observation skills necessary for effective child care	• demonstrating techniques for active listening by completing PM2-6 and Learning Records PM2-11, PM2-12.† *Assessment Tool* *CMH2050–1: Day Care Assessment Tool* *Standard* *Performance rating of 2 on the rating scale*	20
	• completion of observation assignments (PM3-8, and Learning Records 3-13/14 and 3-15) to demonstrate understanding of "observable behaviour" and "thoughtful inference."† *Assessment Tool* *CMH2050–1: Day Care Assessment Tool* *Standard* *Performance rating of 2 on the rating scale*	20
• identify strategies to promote physical, emotional, social, intellectual and creative development of a child	• completion of Learning Records PM4-13/14, PM5-11/12, PM5-14, PM7-15/16/17 or equivalent observation assignment to demonstrate an understanding of the stages of development and tasks associated with physical, emotional, social, intellectual and creative growth.† *Assessment Tool* *CMH2050–1: Day Care Assessment Tool* *Standard* *Performance rating of 2 on the rating scale*	30
• describe developmentally appropriate experiences, materials and activities that promote language development	• completion of PM6-10 and Learning Record PM6-11 and PM6-13 indicating responses that promote language development.† *Assessment Tool* *CMH2050–1: Day Care Assessment Tool* *Standard* *Performance rating of 2 on the rating scale*	10

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Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• **describe personal competencies in relation to professional day care standards**	• completion of a personal self-evaluation that includes: – assessment of present competencies – analysis of competency levels needed to be successful – action plan for improving competencies. *Assessment Tool* *CMHPAP: Personal Action Plan* *Standard* *Performance rating of 2 on the rating scale*	10
• **demonstrate basic competencies.**	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
	The student should:	
Orientation	• identify the roles and responsibilities of a child care worker • define the term primary staff member—a term used by Alberta Family and Social Services.	Session I of *Self-Study Orientation Course For Day Care Staff.* Guest speaker (day-care director) Field trip to a day-care centre.

MODULE CMH2050: DAY CARE 1 (continued)

Concept	Specific Learner Expectations	Notes
	The student should:	
Management	• research the dynamics of communication: – how people communicate – skills for active listening – barriers to communication	Session 2 *Self-Study Orientation Course for Day Care Staff.* Alternate strategies: Scenarios.
	• explain why observing and recording behaviour is important: – record children's behaviour objectively and make thoughtful inferences – identify factors that might influence observations.	Session 3 *Self-Study Orientation Course for Day Care Staff.* Reference: Studying Children: Observing and Participating. Observation at a day care. Discussion with day-care staff.
The Healthy Child		
• Physical Development	• describe the stages of physical development and distinguish between fine and gross motor skills	Reference: Session 4 of *Self-Study Orientation Course for Day Care Staff.* Observation and practice at day care.
	• identify factors that influence growth and development, including: – heredity – environment – opportunity – stimulation/affection – nutrition – illness and special needs – other (climate, etc.) – sex (gender) differences	References: Studying Children: Observing and Participating. Discussions with day-care staff. Videos: *Developing Child;* *First Two Years: What Lily Learned* *Years Three Through Five: What Lily Learned*
• Health Promotion	• describe activities that promote physical growth and development	Pamphlet: *Good Food For Growth: Preschool Nutrition.*
• Safety	• identify some factors to consider when providing a safe environment for physical growth and development	Session 4: *Self-Study Orientation for Day Care Workers.* Video: *Toddler Safety, What Lily Learned.* Pamphlet: *Is Your Child Safe?*

MODULE CMH2050: DAY CARE 1 (continued)

Concept	Specific Learner Expectations	Notes
	The student should:	
• Intellectual Development	• define intellectual development: – identify the stages of intellectual development • identify how children use materials differently at various stages of intellectual development • describe appropriate practices that would support intellectual development	Session 5: *Self-Study Orientation for Day Care Workers.* Videos: same as for "The Healthy Child."
• Language/ Literacy Development	• describe how language develops • describe how to stimulate early literacy learning • identify caregiver strategies that would promote language development • plan and implement activities that would promote language development.	Session 6, *Self-Study Orientation for Day Care Workers.* Video: *Day Care Matters: Communicating With Children.* Pamphlet: *Let's Talk About Talking.*
Social-Emotional Development	• describe the development of trust, initiative and independence as children develop emotionally and socially: – self-esteem • identify guidelines for an emotionally safe environment that would encourage positive development • demonstrate and practise appropriate responses and experiences that support the emotional and social development of young children • identify and assess appropriate actions for dealing with children's strong emotions • explain how physical, social, emotional and intellectual development are interrelated.	Session 7, *Self-Study Orientation for Day Care Workers.* Videos: Same as for "The Healthy Child." Video: *Discipline: What Lily Learned.*
Career Exploration	• list his or her personal characteristics and skills that would be useful for a career in child care.	

MODULE CMH2060: HOME CARE 2 (PERSONAL CARE SERVICES)

Level:	Intermediate
Theme:	Skills for Caring
Prerequisite:	CMH1060 Home Care 1
Module Description:	Students identify and demonstrate the skills necessary to provide personal care services for individuals with special needs, recognizing the impact on the individual and family members.
Module Parameters:	Access to instruction from an individual with formal, specialized training in health care skills.
Supporting Module:	A project module from Career Transitions in a community care facility will enhance student learning in this area.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• identify the basic needs of client, caregiver and the client's family	• applied problem solving in which the student, given three scenarios, describes the holistic needs of the client, the caregiver and the client's family. *Assessment Tool* *CMHSCN: Scenarios* *Standard* *Performance rating of 2 on the rating scale for each scenario*	10
• demonstrate personal care recording and reporting procedures	• practical charting activities in which the student prepares clear, concise written notes and verbal reports. *Assessment Tool* *CMHHCS: Home Care Skills: Home Care 2* *Standard* *Performance rating of 3 on the rating scale*	10

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MODULE CMH2060: HOME CARE 2 (PERSONAL CARE SERVICES) (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• identify a situation and recommend solutions for individuals with special conditions	• presentation on a special condition including: – disease processes – heredity factors – age influences – care required – impact of the conditions on the individual, the caregiver, the family and the community – community resources available. • plan a one-day menu for an individual with this special condition considering: – nutrition – presentation – promotion of recovery – cultural considerations – physical problems. *Assessment Tool* *CMH2060–2: Research Process: Special Conditions* *Standard* *Performance rating of 2 on the rating scale*	40
	• practical problem-solving activities in which the student describes or demonstrates a minimum of 10 personal care skills. *Assessment Tool* *CMHHCS: Home Care Skills: Home Care 2* *Standard* *Performance rating of 3 on each skill*	30
• describe personal competencies that would influence choosing a career in home care	• completion of a self-evaluation that describes personal knowledge, skills and attitudes that would influence choosing a career in home care. *Assessment Tool* *CMHPAP: Personal Action Plan* *Standard* *Performance rating of 2 on the rating scale*	10

MODULE CMH2060: HOME CARE 2 (PERSONAL CARE SERVICES) (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • demonstrate basic competencies.	*Assessment of student achievement should be based on:* • observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
Health Promotion	*The student should:* • describe the characteristics of physical, emotional, economic and social health as they apply to both client and caregiver, applying a basic understanding of the lifespan.	• Maslow's Hierarchy. • Developmental tasks through lifespan.
Observation, Assessment and Application	• identify special conditions related to the body systems; e.g.: cancer, arthritis, osteoporosis, Parkinson's, epilepsy, spinal cord injuries, diabetes, multiple sclerosis, cerebral palsy, asthma, including: – disease processes – heredity factors – aging components – care required • outline the impact of these conditions on the individual, the caregiver, the family and the community • identify community support resources available	Use resources from specific community agencies.

MODULE CMH2060: HOME CARE 2 (PERSONAL CARE SERVICES) (continued)

Concept	Specific Learner Expectations	Notes
	The student should:	
Observation, Assessment and Application (continued)	• identify the nutritional requirements of individuals with special dietary needs considering: – four food groups – well-balanced diet – presentation of meals – meals to promote recovery – cultural – special diets – physical problems	• *Canada's Food Guide to Healthy Eating.* • Module FOD3010 Food Through the Lifecycle. Plan, prepare and evaluate meals to meet the requirements of a person with special needs.
	• describe and/or demonstrate personal care skills necessary in the following areas: – bed bath, tub or shower – mouth care (dentures or other) – skin care, shaving, massage, foot, nail, and hair care – bowel/bladder elimination (bed pan, urinal or commode) – feeding – dressing a client – positioning to prevent skin breakdown – range of motion exercises – transferring a person – bed making (closed, open or occupied), accessory bed devices – cast care – aids or prostheses	• Types of baths. • Equipment necessary. • Health promotion. • Consider cultural diversity, personality, privacy issue, lifespan stages. • Universal precautions for infection control (including gloves and masks when appropriate). Use community resources: • Use physiotherapists as resources.
	• identify guidelines for recording and reporting procedures, employing the senses and demonstrating components of client observation (body systems, emotional, and social): – observe and report observations effectively, explaining their importance and distinguishing between the separate categories (facts and opinions) – prepare clear and concise written and verbal reports	• Dignity and privacy. • Review basic aseptic techniques. Observation and communication skills in: • Self-awareness. • Appropriate feedback. • Biological needs. • Psychological needs.

MODULE CMH2060: HOME CARE 2 (PERSONAL CARE SERVICES) (continued)

Concept	Specific Learner Expectations	Notes
Observation, Assessment and Application (continued)	*The student should:* • define principles of rehabilitation with a focus towards maximizing the client's abilities • research activities and interests that would promote wellness.	Occupational/recreational therapists. Physiotherapists. Respiratory therapists.
Career Exploration	• list personal knowledge, skills and abilities, and relate them to career options in one of the following areas: continuing care centre, active treatment or rehabilitation, private duty registry, community health services.	

MODULE CMH2070: SENSORY CHALLENGES

Level: Intermediate

Theme: Skills for Caring

Prerequisite: None

Module Description: Students examine sensory challenges and the impact on the individual and family dynamics, and identify available community resources and technologies. Students also have an opportunity to study communication skills for sensory challenged individuals.

Module Parameters: Access to instruction from an individual with formal, specialized training in American Sign Language or Braille.

Supporting Module: CMH2030 Community Volunteerism
A project module from Career Transitions will enhance student learning in this area.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • identify situations and recommend solutions for sensory challenged individuals	*Assessment of student achievement should be based on:* • a concept test consisting of a minimum of: – 10 questions on hearing and vision – five questions on smell and taste – five questions on pressure, heat, cold, pain and touch – two questions on position and balance. *Assessment Tool* *CMH2070–1: Concept Test: Sensory Challenges—Sample Questions* *Standard* *Performance rating of 50%*	15
	• describing a condition affecting the sensory system including: – causes – signs and symptoms – treatment – prevention – the impact of the condition on the individual, the family and the community – resources and technologies available – adaptations to promote independence. *Assessment Tool* *CMH2070–2: Presentations/Reports: Sensory Challenges* *Standard* *Performance rating of 2 on the rating scale*	25

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MODULE CMH2070: SENSORY CHALLENGES (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• describe a personal action plan that will promote and maintain a healthy sensory system	• applied problem solving in which the student presents a personal action plan to promote and maintain a healthy sensory system. *Assessment Tool* *CMHPAP: Personal Action Plan* *Standard* *Performance rating of 2 on the rating scale*	10
• demonstrate techniques that assist communication with a sensory challenged individual	• a practical activity in which the student demonstrates communication techniques to assist a vision or hearing challenged individual. *Assessment Tool* *CMH3070–3: Communication Skills Assessment* *Standard* *Performance rating of 2 in each skill*	40
• identify career opportunities related to the field of sensory challenges	• completion of three career profiles for careers in this area including personal characteristics, education/qualifications, duties/working conditions, salary range and benefits, employment opportunities, advancement potential and personal qualifications. *Assessment Tool* *CMH–CAR: Career Profiles* *Standard* *Performance rating all sections completed for three career profiles*	10
• demonstrate basic competencies.	• observations of individual effort and interpersonal interactions during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

MODULE CMH2070: SENSORY CHALLENGES (continued)

Concept	Specific Learner Expectations	Notes
The Human Body	*The student should:* • ientify, describe and state the function of the sensory system components (vision, hearing, taste, smell, touch, position and balance) • identify conditions that may affect the sensory system through the lifespan as to: – causes – signs and symptoms – treatment – prevention • describe the impact of a sensory challenge on the individual, the family and the community.	Conduction loss. Sensorineural loss. • acoustic neuroma • cataracts • glaucoma • Meniere's disease • myringotomy • otosclerosis • retinitis pigmentosa • retinopathies. Physical, social, economic, intellectual, spiritual.
Observation, Assessment and Application	• describe adaptations to activities of daily living a sensory challenged individual makes to promote independence • identify specific treatments, technologies and community resources available to the individual with a specific sensory challenge. • demonstrate communication techniques for a hearing or vision deficit.	Advocacy. Multimedia technologies. Cochlear implants. Learn the basics of sign language or Braille. Expand with a project module (CRT) or Community Health Volunteerism (CMH2030). Community resources.
Health Promotion	• outline measures an individual can take to promote and maintain a healthy sensory system.	Personal action plan.
Career Exploration	• research careers available in the area of sensory challenges including: – duties, working conditions – personal characteristics – education qualifications (locations, length, cost, course content) – salary range and benefits – employment opportunities – advancement potential.	

MODULE CMH2080: RESPIRATORY SYSTEM

Level: Intermediate

Theme: Health Sciences

Prerequisite: None

Module Description: Students study the anatomy, physiology and pathology of the respiratory system to gain an appreciation for practicing a healthy lifestyle, and to acquire the knowledge and skills necessary to deal with respiratory conditions as they affect the individual, family and friends. Students also identify community support resources.

Module Parameters: No specialized equipment or facilities.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • identify and describe the anatomy, physiology, pathology, causes, treatment, prevention, impact and support resources available for selected respiratory conditions	*Assessment of student achievement should be based on:* • concept testing consisting of a minimum of 10 questions in each of the following categories: – structure of the respiratory system – function of the respiratory system – mechanism of pulmonary ventilation – pathology of the respiratory system. *Assessment Tool* *CMH2080–1: Concept Test: Respiration – Sample Questions* *Standard* *Performance rating of 50%*	30
	• describing a selected respiratory condition as to: – pathology and treatment – prevention – causes – impact on the individual, family and the community – community support resources available. *Assessment Tool* *CMH2080–2: Presentations/Reports: Respiratory Conditions* *Standard* *Performance rating of 2 on the rating scale*	30

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• **describe the causes, signs and symptoms, treatment and prevention of respiratory emergencies**	• practical problem-solving activities in which the student, using a minimum of two scenarios, recognizes respiratory emergencies and demonstrates appropriate first-aid procedures. *Assessment Tool* *CMHSCN: Scenarios* *CMH2080–3: Respiratory Emergencies: Sample Scenarios* *Standard* *Performance rating of 2 for each scenario*	20
• **describe a personal action plan that will promote and maintain a healthy respiratory system**	• applied problem solving in which the student develops a personal action plan to promote/maintain respiratory health. *Assessment Tool* *CMHPAP: Personal Action Plan* *Standard* *Performance rating of 2 for each scenario*	10
• **identify career opportunities related to respiratory health**	• completion of three career profiles for careers in this area including: – duties, working conditions – education qualifications – employment opportunities – advancement potential – salary and benefits – personal characteristics. *Assessment Tool* *CMH–CAR: Career Profiles* *Standard* *Three career profiles; all sections completed for each profile*	10
• demonstrate basic competencies.	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

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Concept	Specific Learner Expectations	Notes
	The student should:	
The Healthy Body	• identify, describe and state the functions of the structures of the respiratory system: – nasal cavity – bronchi – pharynx – bronchioles – trachea – alveoli – epiglottis – pleura – larynx – lungs	• Stethoscope • Models • Diagrams • Dissection • Software • CD ROM.
	• explain mechanism of pulmonary ventilation	Develop a flow chart that shows the mechanism of pulmonary ventilation.
	• describe how respirations are regulated and identify factors that alter respiratory rate and volume.	Spirometer.
Observation, Assessment and Application	• describe the causes, signs and symptoms and treatment of acute and chronic respiratory conditions in individuals throughout the lifespan	For example: colds, flu, pneumonia, bronchitis, asthma, pleurisy. Presentations. Reports. Role play. Guest speakers.
	• identify the social, emotional and economic effects of these conditions on the individual, the family, peers and the community	
	• identify the equipment that is available for respiratory conditions	Use of oxygen, suction, inhalers, masks, bronchoscope, tracheotomy tubes.
	• outline the community resources available to individuals with respiratory conditions	
	• describe the causes, signs and symptoms, treatment, and prevention of respiratory emergencies; e.g., acute asthmatic attack, flail chest, airway obstruction, respiratory arrest.	Infant, child, adult, obese, pregnant.
Health Promotion	• outline measures an individual can take to promote and maintain a healthy respiratory system.	Personal action plan.

MODULE CMH2080: RESPIRATORY SYSTEM (continued)

Concept	Specific Learner Expectations	Notes
 Career Exploration	*The student should:* • research and analyze career choices available in the area of respiratory technologies: – duties, working conditions – education qualifications – employment opportunities – advancement potential – salary range and benefits – personal characteristics.	

MODULE CMH2090: CIRCULATORY SYSTEM

Level: Intermediate

Theme: Health Sciences

Prerequisite: None

Module Description: Students study the anatomy, physiology and pathology of the circulatory system to gain an appreciation for practicing a healthy lifestyle, and to acquire the knowledge and skills necessary to deal with circulatory conditions as they affect the individual, family and friends. Students also identify community support resources.

Note: This module includes concepts that may be particularly sensitive to students, parents or community members.

Module Parameters: No specialized equipment or facilities.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• identify and describe the anatomy, physiology, pathology, causes, treatment, prevention, impact and support resources available for selected cardiovascular conditions	• a concept test that consists of a minimum of 10 questions in each of the following categories: – structure of the circulatory system – function of the circulatory system – structure and function of the lymphatic system – pathology of circulatory and lymphatic system. *Assessment Tool* *CMH2090–1: Concept Test: Circulation—Sample Questions* *Standard* *A performance rating of 50%*	30
	• describing a selected cardiovascular condition as to: – pathology and treatment – causes – prevention – impact on the individual, family and the community – community support resources available. *Assessment Tool* *CMH2090–2: Presentations/Reports: Cardiovascular Conditions* *Standard* *Performance rating of 2 on the rating scale*	30

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MODULE CMH2090: CIRCULATORY SYSTEM (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• describe the causes, signs and symptoms, treatment and prevention of cardiovascular emergencies	• practical activities in which the student, using a minimum of two scenarios, recognizes circulatory emergencies and demonstrates appropriate first aid procedures: – first aid for wounds and bleeding – first aid for shock. *Assessment Tool* *CMHSCN: Scenarios* *Standard* *Performance rating of 2 for each scenario*	10
• describe a personal action plan that will promote and maintain a healthy cardiovascular system	• applied problem solving in which the student develops a personal action plan that promotes and maintains a healthy cardiovascular system. *Assessment Tool* *CMHPAP: Personal Action Plan* *Standard* *Performance rating of 2 on the rating scale*	10
• describe an ethical issue related to cardiovascular health	• analysis of an issue relating to the circulatory system. *Assessment Tool* *CMH2090–4: Issue Analysis: Circulatory System* *Standard* *Performance rating of 2 on the rating scale*	10
• identify career opportunities related to cardiovascular health	• completion of three career profiles for careers in this area including: – duties, working conditions – education qualifications – employment opportunities – advancement potential – salary and benefits – personal characteristics. *Assessment Tool* *CMH–CAR: Career Profiles* *Standard* *Three career profiles; all sections completed for each profile*	10

MODULE CMH2090: CIRCULATORY SYSTEM (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • demonstrate basic competencies.	*Assessment of student achievement should be based on:* • observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
The Healthy Body	*The student should:* • identify and describe the function of: – the heart – blood – blood vessels – the lymphatic system.	Model. Heart dissection. Blood types. Pulse rates—throughout the lifespan—before, during and after exercise. Blood pressure. Guest speakers. Blood donor clinics.
Observation, Assessment and Application	• describe the causes, signs and symptoms and treatments of the following circulatory conditions: – heart disease – congenital abnormalities – vascular disorders – blood disorders – lymphatic disorders	For example: • rheumatic fever • heart murmur • varicose veins, arteriosclerosis • leukemia • mononucleosis.
	• identify possible social, emotional and economic effects of these conditions on the individual, family, peers and the community	Discuss technological advances to treat cardiovascular conditions.
	• outline the community resources available to individuals with cardiovascular conditions.	
	• describe the causes, signs and symptoms, treatment and prevention of cardiovascular emergencies.	Demonstrate the treatment of wounds and bleeding. Shock. CPR—if a certified instructor Ambulance call – golden hour.

MODULE CMH2090: CIRCULATORY SYSTEM (continued)

Concept	Specific Learner Expectations	Notes
Health Promotion	*The student should:* • outline measures an individual can take to promote and maintain a healthy circulatory system.	Personal action plan.
Ethics	• identify ethical issues related to cardiovascular health.	Blood transfusions. Organ donation. Transplants.
Career Exploration	• research the career opportunities related to cardiovascular health including: – training or education required – employment opportunities – volunteer opportunities – tasks, working conditions – salary and benefits.	

MODULE CMH2100: MUSCULOSKELETAL SYSTEM

Level: Intermediate

Theme: Health Sciences

Prerequisite: None

Module Description: Students study the anatomy, physiology and pathology of the musculoskeletal system to gain an appreciation for practicing a healthy lifestyle, and to acquire the knowledge and skills necessary to deal with musculoskeletal conditions as they affect the individual, family and friends. Students also identify community support resources.

Module Parameters: No specialized equipment or facilities.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• identify and describe the anatomy, physiology, pathology, causes, treatment, prevention, impact and support resources available for selected musculoskeletal conditions	• a concept test consisting of a minimum of 10 questions in each of the following categories: – structure and function of the skeletal system – structure and function of the muscle system – pathology of musculoskeletal system. *Assessment Tool* *CMH2100–1: Concept Test: Musculoskeletal—Sample Questions* *Standard* *Performance rating of 50%*	30
	• describing a selected musculoskeletal condition as to: – pathology and treatment – causes – prevention – impact on the individual, family and community – community support resources available. *Assessment Tool* *CMH2100–2: Presentations/Reports Musculoskeletal Conditions* *Standard* *Performance rating of 2 on the rating scale*	30

MODULE CMH2100: MUSCULOSKELETAL SYSTEM (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• describe the causes, prevention, signs and symptoms, treatment and prevention of musculoskeletal emergencies	• practical problem-solving activities in which the student, using a minimum of two scenarios, recognizes musculoskeletal emergencies and demonstrates appropriate first aid procedures. *Assessment Tool* *CMHSCN: Scenarios* *CHM2100–3: Musculoskeletal Sample Scenarios* *Standard* *Performance rating of 2 for each scenario*	20
• identify a personal action plan that will promote and maintain healthy muscular and skeletal systems	• applied problem solving in which the student develops a Personal Action Plan to promote and maintain musculoskeletal health. *Assessment Tool* *CMHPAP: Personal Action Plan* *Illustrative Example: Personal Action Plan. CMH2100 Musculoskeletal System* *Standard* *Performance rating of 2 on the rating scale*	10
• identify career opportunities related to the musculoskeletal system	• completion of three career profiles for careers in this area including: – duties, working conditions – education qualifications – employment opportunities – salary range and benefits – advancement potential – personal characteristics. *Assessment Tool* *CMH–CAR: Career Profile* *Standard* *Three career profiles; all sections completed for each profile*	10
• demonstrate basic competencies.	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

MODULE CMH2100: MUSCULOSKELETAL SYSTEM (continued)

Concept	Specific Learner Expectations	Notes
The Healthy Body	*The student should:* • identify, describe and state the functions of the structures of the musculoskeletal system • describe the aging process from embryos to seniors and gender differences in the musculoskeletal systems.	Model. Skeleton. Diagram. Software packages.
Observation, Assessment and Application	• describe the causes, signs and symptoms and treatment of a variety of musculoskeletal conditions • describe the social, emotional and economic impact of these conditions on the individual, family, peers and the community • identify the community support resources that are available for musculoskeletal conditions	E.g.: • arthritis • bow legs • bunions • bursitis • cleft palate • club foot • fallen arches • hammer toes • herniated disc • muscular dystrophy • osteoporosis • rickets • scoliosis, kyphosis, lordosis • tendonitis • tumors • webbed and extra digits (polydactylism).
	• describe the causes, signs and symptoms, prevention and treatment of musculoskeletal emergencies.	Discuss sprains, strains, dislocations, fractures. Apply a sling, splints, discuss casts.
Health Promotion	• outline measures an individual can take to promote and maintain a healthy musculoskeletal system through the life cycle.	Nutrition, exercise. Personal action plan.
Career Exploration	• describe and evaluate a career related to the musculoskeletal system, including: – duties, working conditions – education qualifications – employment opportunities – salary range and benefits – advancement potential – personal characteristics.	Posters Guest speakers Report (job-shadowing activity).

MODULE CMH2110: COMPLEMENTARY THERAPIES

Level: Intermediate

Theme: Health Sciences

Prerequisite: None

Module Description: Students examine complementary therapies, their foundations, applications, costs, ethical issues and predictions for the future.

Note: This module includes concepts that may be particularly sensitive to students, parents or community members.

Module Parameters: No specialized equipment or facilities.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• describe and critique a complementary therapy • identify career opportunities in complementary therapies	• defining, describing and critiquing one complementary therapy, including: – specific components – ethical considerations – consumer issues – community resources – prevalence of the therapy – future outlook for the therapy – career opportunities including personal characteristics, education/training, working conditions, salaries, employment/entrepreneurial opportunities. *Assessment Tool* *CMH2110–1: Research Process: Complementary Therapies* *Standard* *Performance rating of 2 on the rating scale*	90 10
• demonstrate basic competencies.	• observation of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

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Concept	Specific Learner Expectations	Notes
	The student should:	
Health Promotion	• describe what complementary therapies are and their role in the emerging new paradigms focusing on health promotion and illness prevention	Maintenance of health and prevention of illness rather than treatment of symptoms and disease. Relationship of body, mind, emotions, social with the environment in determining health states. Focus on natural, non-invasive techniques to promote health and healing. Draws from healing wisdom of many lands and cultures. Empowers individuals to participate in their own healing process.
	• identify principles that define the philosophy and foundation of complementary therapies.	Such as: • healing power of nature (body to heal self) • "first do no harm" • identify and treat cause (not just symptoms) • therapist as "teacher" (achieving health/ avoiding disease).
Observation, Assessment and Application	• define, describe and critique a variety of complementary therapies	Example: Aromatherapy Acupuncture, Acupressure massage, Ayruvedic medicine (India), Chiropractor, Meditation Yoga, Hypnosis, Biofeedback, Relaxation and Visualization therapy, Homeopathy, Exercise therapy, Hydrotherapy, Music therapy, Reflexology, Naturopathy, Nutrition Osteopathy, Herbology, Therapeutic Touch, Reiki, Bioenergetics, NLP (neurolinguistic programming).

MODULE CMH2110: COMPLEMENTARY THERAPIES (continued)

Concept	Specific Learner Expectations	Notes
	The student should:	
Observation, Assessment and Application (continued)	• analyze ethical considerations related to complementary therapies • analyze consumer issues such as cost factors, reliability of product, availability, etc. • research specific information for a written and/or oral presentation on applications of a specific approach and treatment therapies offered through complementary therapies • identify alternative futures of complementary therapies.	
Career Exploration	• describe and evaluate career opportunities within the areas of complementary therapies.	Occupational interviews. Job shadows. Areas of homeopathy, naturopathy, osteopathy, chiropractic, medical doctor, biochemistry, nutrition, cultural medicines, etc.

MODULE CMH2120: FIRST AID/CPR

Level: Intermediate

Theme: Injury Prevention

Prerequisite: None

Module Description: Students study first-aid skills, and demonstrate techniques and procedures for dealing with emergency situations.

Module Parameters: Access to instruction from an individual with a **current instructor's certificate in First Aid and CPR**.

Note: Students qualify for a **Standard First Aid Certificate** when they meet the competencies specified by the credentialling agencies.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• identify the roles and responsibilities of the first-aider	• a concept test consisting of a minimum of 50 questions. *Assessment Tool* *Theory examination from the credentialling agency* *Standard* *Performance rating as required for certification by the certifying agency or 50% for module credit*	5
• identify situations and recommend solutions to life-threatening emergencies	• a practical problem-solving activity in which the student, using a minimum of three scenarios, identifies the situation and describes the necessary first-aid procedures. *Assessment Tool* *CMHSCN: Scenarios* *CMH2120–1: First Aid: Sample Scenarios* *Standard* *Performance rating of 2 on the rating scale for each scenario*	25

MODULE CMH2120: FIRST AID/CPR (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• demonstrate first-aid procedures required in emergency situations • describe how to meet the physical, emotional, psychological and social needs of all individuals involved in an emergency	• practical activities in which the student describes the roles and responsibilities of a first-aider, demonstrates all skills and describes the holistic care of all individuals involved in the emergency. *Assessment Tool* *Practical examination checklist from credentialling agency* *Standard* *Performance rating as required for certification*	60
• describe a personal action plan to prevent emergency situations and injuries at home, at work and in the community	• applied problem solving in which the student presents a personal action plan that will prevent emergency situations and injuries. *Assessment Tool* *CMHPAP: Personal Action Plan* *Standard* *Performance rating of 2 on the rating scale*	10
• demonstrate basic competencies.	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

MODULE CMH2120: FIRST AID/CPR (continued)

Concept	Specific Learner Expectations	Notes
	The student should:	
Introduction to First Aid	• outline the objectives of first aid • describe the role and responsibilities of a first-aider	
• Safety Promotion	• state the universal precautions in first aid • identify preparations for emergencies: – first-aid kit – family records – emergency telephone numbers – identifying hazards and associated risks	
• Ethics	• outline the legal implications of performing first-aid: – Good Samaritan Law (*Emergency Medical Act*) – permission to act (consent) – state principles of confidentiality.	
Observation, Assessment and Application	• demonstrate the principles of emergency scene management including: – scene survey – primary survey (ABC) – secondary survey – ongoing casualty care.	Sequence of steps when arriving at the scene. Care given while waiting for medical help.
	• outline the causes of injuries and demonstrate first-aid procedures for the following: – shock, unconsciousness and fainting – respiratory arrest (adult), assisted breathing – choking (adult) – severe bleeding, amputations and internal bleeding – cardiac arrest (one-rescuer CPR-adult) – secondary survey – bone and joint injuries	Videos. Teacher demonstration. Student practice. Student demonstration. Skill performance evaluation. Humerus, radius and ulna, femur, tibia and fibula.

Concept	Specific Learner Expectations	Notes
Observation, Assessment and Application (continued)	*The student should:* • identify the causes of injuries and demonstrate first-aid procedures for the following: – head/spinal and pelvic injuries – chest injuries – wound care – multiple casualty management – rescue carries – eye injuries – burns – poisons, bites, stings – medical conditions – environmental illnesses and injuries – emergency childbirth and miscarriage.	Head/spinal precautions. Triage. Diabetic crisis, convulsions, asthma, allergies. Heat illnesses, cold injuries.
Management	• identify emotional and psychological needs of the casualty and family which must be addressed during an emergency situation: – normal reactions – fear and crisis – cultural component • describe barriers to action that may influence the actions of the first-aider: – fear of imperfect performance – reluctance to take charge – fear of infection – nature of the injury – fear of being sued – cultural beliefs.	Child abuse victims.
Health Promotion	• prepare a personal action plan for preventing emergency situations including safety guidelines at home, at work, in a motor vehicle and at play.	Resource: *Occupational Health and Safety* magazine.
Career Exploration	• identify career opportunities that are available in the first-aid community including prerequisites, education/training, working conditions, salaries and employment and entrepreneur opportunities.	

MODULE CMH2130: SPORTS FIRST AID 1

Level: Intermediate

Theme: Injury Prevention

Prerequisite: None

Module Description: Students learn different aspects of sports injuries, first-aid care and prevention of athletic injuries.

Module Parameters: Access to instruction from an individual with formal, specialized training in athletic first aid.

Note: Upon successful completion of this module, the student is eligible to receive an **Athletic First Aid Certificate** from the Sports Medicine Council of Alberta.

Supporting Module: CMH2120 First Aid/CPR
A project module from Career Transitions will enhance student learning in this area.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • describe how the roles and responsibilities of an athletic first-aider help promote and maintain healthy athletes and reduce sports injuries	*Assessment of student achievement should be based on:* • a presentation in which the student: – describes three roles and responsibilities of an Athletic First Aider – identifies structures most susceptible to athletic injuries and describe the injuries most likely to occur – identifies and describes a minimum of eight activities that promote and maintain healthy athletes and help reduce sports injuries. *Assessment Tool* *CMH2130–1: Presentations/Reports: Sports First Aid* *Standard* *Performance rating of 2 on the rating scale*	20

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MODULE CMH2130: SPORTS FIRST AID 1 (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • identify situations and recommend solutions for common athletic injuries	*Assessment of student achievement should be based on:* • practical activities in which the student: – describes how to treat: • infections and wounds • pelvic, abdominal and thoracic conditions • facial injuries • thermal injuries – demonstrates basic treatment – R.I.C.E. – demonstrates the following taping techniques: • cloth wrap • closed ankle • alternate heel lock • thumb hyperextension • triangular bandage. *Assessment Tool* *CMHSFASA: Sports First Aid Skills Assessment: Sports First Aid 1* *Standard* *Performance rating of 3 on each skill*	30
	• problem-solving activities in which the student, using a minimum of three scenarios, recognizes common athletic injuries and outlines treatment. *Assessment Tool* *CMHSCN: Scenarios* *CMH2130–2: Sports First Aid: Sample Scenarios* *Standard* *Performance rating of 2 on the rating scale for each scenario*	20
	• a concept test consisting of a minimum of 30 questions on all aspects of Sports First Aid. *Assessment Tool* *CMH2130–3: Concept Test: Sports First Aid—Sample Questions* *Standard* *Performance rating of 50%*	15

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• develop a game plan and emergency action plan as an athletic first-aider	• presenting game plan preparations and emergency action plans necessary for an effective Athletic First Aider. *Assessment Tool* *CMH2130–4: Presentations/Reports: Game Plan Preparations* *Standard* *Performance rating of 2 on the rating scale*	15
• demonstrate basic competencies.	• observations of individual effort and interpersonal interactions during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
	The student should:	
Professionalism	• describe the roles and responsibilities of the Athletic First Aider.	Prevent injuries. Never let minor injuries become major ones. Medical referral.
Health Promotion	• identify activities that can prevent sports injuries: – medical examinations – lifestyle – protective equipment (i.e., awareness of use, importance of, maintenance and repair) – safe environment – fitness, conditioning testing – proper warm-up/cool-down – proper stretch techniques – hygiene – balanced competition – officiating, rules – proper rehabilitation.	Injury prevention lab. Movement analysis lab. Methods of conditioning. Strength training lab. Basic fitness and stress testing (field trip).

MODULE CMH2130: SPORTS FIRST AID 1 (continued)

Concept	Specific Learner Expectations	Notes
The Human Body	*The student should:* • identify the structures most susceptible to athletic injuries and describe the injuries that are most likely to occur • categorize injuries as acute, chronic or recurrent • describe the inflammation and repair processes that accompany trauma.	On-scene Lab. Case study presentations: • bones • muscles • ligaments • tendons • cartilage • bursae • nervous tissue.
Observation, Assessment and Application	• analyze the injured athlete: – primary scan – secondary scan • demonstrate how to respond to major injuries involving airway, breathing, circulation, central nervous system • describe how to treat the following athletic injuries: – infections and wounds – pelvic, abdominal and thoracic conditions – facial injuries – thermal injuries • demonstrate basic treatment: – R.I.C.E. (R = rest, I = ice, C = compression, E = Elevation • explain the theory of taping: – purpose of taping – material selection – application theory • demonstrate basic taping skills: – basic principles – cloth wrap technique – closed ankle technique – alternate heel lock technique – thumb hyperextension – triangular bandage.	Demonstrations and practical skills lab. Injury simulation lab. Case studies.

Concept	Specific Learner Expectations	Notes
Career Exploration	*The student should:* • develop game plan guidelines that prepare the Athletic First Aider for sporting injuries or emergencies: – emergency procedures plan – side line activities – first-aid supplies – assessing the injured athlete – indicating how to determine when the athlete may return to complete the activity.	

MODULE CURRICULUM AND ASSESSMENT STANDARDS:
SECTION F: ADVANCED LEVEL

The following pages define the curriculum and assessment standards for the advanced level of Community Health.

> Advanced level modules demand a higher level of expertise and help prepare students for entry into the workplace or a related post-secondary program.

Module CMH3010: Family Issues F.3
Module CMH3020: Parenting F.7
Module CMH3030: Aging F.11
Module CMH3040: Prenatal & Postnatal Care F.15
Module CMH3050: Day Care 2 .... F.19
Module CMH3060: Home Care 3 (Special Conditions) F.25
Module CMH3070: Challenged Individuals F.31
Module CMH3080: Digestive System F.35
Module CMH3090: Nervous/Endocrine Systems F.39
Module CMH3100: Mental Health F.43
Module CMH3110: Medical Technology F.47
Module CMH3120: First Aid/CPR for Children F.51
Module CMH3130: Sports First Aid 2 .... F.55

MODULE CMH3010: **FAMILY ISSUES**

Level: Advanced

Theme: Sociocultural Perspectives

Prerequisite: None

Module Description: Students examine changes that occur within a family and the required adjustments family members must make. Cultural diversities are investigated and community resources are identified.

Note: This module includes concepts that may be particularly sensitive to students, parents or community members.

Module Parameters: No specialized equipment or facilities.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• describe changing rights, responsibilities and family dynamics that occur throughout the family life cycle	• defining the stages in the family life cycle and describing the changing roles, responsibilities and family dynamics. *Assessment Tool* *CMH3010–1: Presentations/Reports: Family Life Cycle* *CMH3010–2: Family Life Cycle: Illustrative Example* *Standard* *Performance rating of 3 on the rating scale*	20
• compare and contrast families from diverse cultures	• a comparative analysis in which the student compares a minimum of two cultures as to: – family structure – family dynamics – family traditions – education and health beliefs/practices. *Assessment Tool* *CMH3010–3: Presentations/Reports: Family Comparison* *Standard* *Performance rating of 3 on the rating scale*	30

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MODULE CMH3010: FAMILY ISSUES (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• **describe the effect on the physical, mental and social well-being of the family as changes occur in careers, relationships, personal life and financial situations**	• identifying a change that may occur in families and assessing the influence on this change on all dimensions of family well-being. Analyze the changes as to: – prevalence in society – interrelatedness of all dimensions of well-being – potential community support resources available – positive and negative effects – legal implications of choices. *Assessment Tool* *CMH3010–4: Presentations/Reports: Change and Family Well-being* *Standard* *Performance rating of 3 on the rating scale*	30
• identify career choices by compiling a community family support services directory	• compiling a directory of a minimum of five community resources and evaluating how they meet the needs of families. Investigate one career opportunity in this area including duties, working conditions, education qualifications, employment opportunities, salary range and benefits and personal characteristics. *Assessment Tool* *CHMCR: Community Resource* *Standard* *Performance rating of 3 on the rating scale*	20
• demonstrate basic competencies.	• observation of individual effort and interpersonal skills during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

MODULE CMH3010: FAMILY ISSUES (continued)

Concept	Specific Learner Expectations	Notes
	The student should:	
Nature of the Family	• describe the family as a dynamic structure and identify examples of change which affect contemporary families throughout the life cycle	Stages in family life cycle. Changes need to be viewed as a constant in the life cycle as opposed to crisis.
	• identify the legal rights and responsibilities of family members throughout the life cycle	Ex-marriages, graduation, relations, childbirth. Alberta Premier's Council in Support of Alberta Families.
	• describe the importance of effective communication in healthy family relationships.	
Cultural Diversities in Family	• research and compare families within two diverse cultures focusing on: – family structures (nuclear, extended, communal) – family dynamics (child-rearing patterns, roles/role division, mate selection and marriage customs) – family traditions, celebrations – health beliefs/practices	Reference: *Cross Cultural Caring*. Reports, charts, bulletin boards, audio-visual, debates, guest speakers, art work, drama production.
	• describe the stereotypical attitudes towards different ethnic groups in his or her community	
	• identify modifications made to cultural family patterns as a result of assimilation into another culture: – traditions and customs – holiday celebrations – education and health beliefs/practices – roles/role division.	Interview with Canadians working overseas and new immigrants to Canada: • panel discussions • class presentations • documentaries.
Observation, Assessment and Application	• describe the effects (physical, mental, social) throughout the lifespan of the changes to family members and the family unit in the following categories: – career changes	Examples: Career – promotion, transfer, unemployment, home-based careers, dual careers, travel, shiftwork, retirement.

MODULE CMH3010: FAMILY ISSUES (continued)

Concept	Specific Learner Expectations	Notes
Observation, Assessment and Application (continued)	*The student should:* – changing relationships	Relationship – loss (death, moving, divorce), having children, foster parenting, adoption issues, empty nest, parents returning to work force, separation, violence and abuse, adult children returning home, blended families.
	– personal changes	Personal loss, high risk careers, addictions (alcohol, drugs, gambling, workaholics), overspending, infertility, impotence, self-growth, abuse, neglect, menopause, mid-life crises, illness or chronic medical conditions, living will, euthanasia, stay-at-home parent.
	– financial changes	Financial – loss of income, credit abuse, increased income.
	• analyze these changes as to: – prevalence of the change	Use Statistics Canada *Social Trends*.
	– how each dimension (physical, mental, social) of well-being is affected – potential community support agencies and resources – positive and negative effects of the change – legal implications of choices.	Report, charts, bulletin boards, audio-visual, computer programs, debates, guest speakers, art work, drama production.
Career Exploration	• list and analyze careers by researching community agencies that provide help with family issues.	Consider careers related to cultural diversities, e.g., interpreter.

MODULE CMH3020: **PARENTING**

Level: Advanced

Theme: Sociocultural Perspectives

Prerequisite: None

Module Description: Students examine parenting, current family dynamics and related issues, and enhance potential parenting skills.

Note: This module includes concepts that may be particularly sensitive to students, parents or community members.

Module Parameters: No specialized equipment or facilities.

Supporting Module: CMH1050 Child Development

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• identify and describe different parenting styles, and assess their influence on family dynamics. Consider: – authoritarian – permissive – democratic – uninvolved – cultural diversities	• applied problem-solving activity in which the student, using scenarios, analyzes and predicts parenting decisions based on three different parenting styles. *Assessment Tool* *CMHSCN: Scenarios* *CMH3020–1: Scenario Assessment Worksheet* *CMH3020–3: Parenting: Sample Scenarios* *Standard* *Performance rating of 3 for each scenario*	20
	• comparing the parenting styles and the effect on family dynamics for at least two different cultures. *Assessment Tool* *CMH3020–2: Presentations/Reports: Parenting Styles Comparison* *Standard* *Performance rating of 3 on the rating scale*	20
• identify the rewards and challenges of parenting, including financial, emotional, societal, educational, health	• a presentation/report in which the student identifies the rewards and challenges of parenting throughout the family life cycle. *Assessment Tool* *CMH3020–4: Presentations/Reports: Parenting* *Standard* *Performance rating of 3 on the rating scale*	25

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MODULE CMH3020: PARENTING (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• describe personal psychological, physical, financial and philosophical readiness for parenting	• assessing personal readiness for parenting. *Assessment Tool* *CMH3020–5: Presentations/Reports: Readiness for Parenting* *Standard* *Performance rating of 3 on the rating scale*	25
• identify related career opportunities in parenting	• completion of three career profiles for careers related to parenting, including: – duties, working conditions – education requirements – employment opportunities – advancement potential – salary range and benefits – personal characteristics. *Assessment Tool* *CMHCAR: Career Profiles* *Standard* *Three career profiles; all sections completed for each profile*	10
• demonstrate basic competencies.	• observation of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
	The student should:	
Nature of the Family	• define a parent and/or guardian and identify ways of becoming a parent: – birth – adoption – fostering – alternative family structures • analyze the impact on the individual choices of choosing to parent or not to parent	Surrogate parent, e.g.: • cultural adoptions • blended • extended • grandparents.

MODULE CMH3020: PARENTING (continued)

Concept	Specific Learner Expectations	Notes
Nature of the Family (continued)	*The student should:* • describe the roles, rights, responsibilities and legal obligations of parenting • identify the characteristics of the following parenting styles and determine the strengths and weaknesses of each: – democratic – authoritarian – permissive – uninvolved • compare and contrast parenting styles of various cultural groups • describe how the different parenting styles influence developing children: – discipline – gender roles – ways of expressing love and affection – transmitting culture, traditions, morals and religious beliefs • describe how parenting roles change over the life cycle of the family.	Family functions: • affective (personality maintenance) • socialization and social placement • reproductive function • economic function • health care function. Reference: *Cross Cultural Caring*.
Observation, Assessment and Application	• research the rewards and challenges of parenting: – financial – emotional effects on relationships – societal – education – health care – community support • outline his or her readiness for parenting: – psychological/emotional – physical – financial – philosophical • identify characteristics of successful parenting.	Resource: *Tell Me About Your Family*. Vanier Institute.

Concept	Specific Learner Expectations	Notes
Career Exploration	*The student should:* • describe careers associated with parenting: – day-care worker, nanny, homemakers, home economist, counsellors, social worker, pediatrics, stay-at-home mom/dad.	

MODULE CMH3030: **AGING**

Level: Advanced

Theme: Sociocultural Perspectives

Prerequisite: None

Module Description: Students gain an understanding of the issues involved with the aging process and the impact of such issues on the individual, the family and the community. Students identify community resources and recognize the importance of seniors as a resource to the community.

Note: This module includes concepts that may be particularly sensitive to students, parents or community members.

Module Parameters: No specialized equipment or facilities.

Supporting Module: CMH2030 Community Volunteerism
A project module from Career Transitions

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• identify the contributions seniors make to society	• identifying and addressing the contributions seniors make to society. *Assessment Tool* *CMH3030–1: Presentations/Reports: Seniors' Contributions* *Standard* *Performance rating of 3 on the rating scale*	10
• identify the physical, economic, emotional and intellectual changes that occur with aging and the adaptations required	• a concept test with a minimum of 20 questions assessing the following: – age-related changes (physical, economic, emotional, intellectual) – adaptations required for aging. *Assessment Tool* *CMH3030–2: Sample Questions: Aging* *Standard* *Performance rating of 50%*	20
• describe a personal action plan to prepare for healthy aging	• applied problem solving in which the student presents a personal action plan to prepare for healthy aging. *Assessment Tool* *CMHPAP: Personal Action Plan* *Illustrative Example: Personal Action Plan CMH3030 Aging* *Standard* *Performance rating of 3 on the rating scale*	10

MODULE CMH3030: AGING (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• describe the signs, symptoms and care required for age-related conditions	• describing an age-related condition including: – signs and symptoms – treatment and care – impact on the individual, family and the community – community support resources available. *Assessment Tool* *CMH3030–3: Presentations/Reports: Aging* *Standard* *Performance rating of 3 on the rating scale*	20
• identify various adjustments required as a result of loss	• an applied problem-solving activity in which the student, using a minimum of two scenarios depicting loss, predicts possible outcomes including: – stages in grieving – financial considerations – psychological effects – ethical aspects – cultural influences – changing family roles – support services available. *Assessment Tool* *CMHSCN: Scenarios* *CMH3030–4: Loss: Sample Scenarios* *Standard* *Performance rating of 3 on the rating scale for each scenario*	20
• identify and evaluate community support resources and profile a career related to the aging community	• identifying and evaluate a minimum of three community resources available to seniors • completion of one career profile related to the aging community including: – duties – education/training required – employment opportunities – salary and benefits. *Assessment Tool* *CMHCR: Community Resource* *Standard* *Performance rating of 3 on the rating scale*	20

MODULE CMH3030: AGING (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • demonstrate basic competencies.	*Assessment of student achievement should be based on:* • observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
	The student should:	
Orientation	• describe the stereotypical attitudes towards aging: – analyze his or her own attitudes towards seniors – identity common descriptive phrases used to describe seniors • describe the contributions seniors make to society, such as personal, family, community and global.	Role play, media watch, attitude check list, portrayal in the media, myths and realities.
The Healthy Body	• identify the physical changes that occur during the aging process and the adaptations required to adjust to these changes	Interview a doctor and/or seniors.
	• describe the impact of aging on the individual, the family and the community: – financial – health – housing – social policies – employment – culture differences – changing roles within the extended family – recreation – senior centres	Physical, social, emotional, intellectual. Apartment, granny flats, total care home, 50+ housing complexes, "snow birds." Pre-retirement counselling Post-retirement adjustment.
	• identify the resources available to seniors in the community.	Senior centres, Family and Community Support Services, Home Care, Meals on Wheels, Library on Wheels.

Concept	Specific Learner Expectations	Notes
Health Promotion	*The student should:* • complete a personal action plan to prepare for healthy aging.	
Observation, Assessment and Application	• describe the care required for conditions associated with aging and determine the impact on the individual, family and the community	E.g.: Alzheimer's, diabetes, osteoporosis, heart conditions, strokes. (cardiovascular/ cerebrovascular conditions).
	• describe the adjustments in lifestyle that result from the loss of a family member: – stages in grieving – financial, legal – psychological – ethical aspects of death (euthanasia) – cultural influences – changing family roles – support services available.	Guest speakers; e.g.: lawyer, funeral home operator, multicultural panel, school guidance counsellors.
Career Exploration	• research and analyze career opportunities available within the aging community: – types of careers – duties, working conditions – educational requirements – employment opportunities – salary range and benefits.	

MODULE CMH3040: **PRENATAL & POSTNATAL CARE**

Level: Advanced

Theme: Skills for Caring

Prerequisite: None

Module Description: Students focus on the impact of pregnancy on physical, mental and social well-being, and understand the significance of prenatal, labour, delivery and postnatal care.

Note: This module includes concepts that may be particularly sensitive to students, parents or community members.

Module Parameters: No specialized equipment or facilities.

Supporting Module: CMH3020 Parenting

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• **describe the process of pregnancy, labour, delivery and the puerperium, and identify both normal changes and complications that may arise in order to assess care measures required**	• a concept test consisting of a minimum of 10 questions in each of the following categories: – anatomy, physiology and pathology of the male and female reproductive systems – embryonic/fetal development during pregnancy – maternal changes during pregnancy – labour and delivery process. *Assessment Tool* *CMH3040–1: Concept Test: Prenatal & Postnatal Care—Sample Questions* *Standard* *Performance rating of 50%*	20
	• describing the care required throughout pregnancy, labour, delivery and the puerperium. *Assessment Tool* *CMH3040–2: Presentations/Reports: Prenatal & Postnatai Care* *Standard* *Performance rating of 3 on the rating scale*	25
• **describe the impact of pregnancy and birth of a child on all members of the family, taking into consideration different maternal ages and different cultures**	• describing the impact of pregnancy, labour, delivery and post-natal care on all members of the family. Consider different maternal ages and different cultures. *Assessment Tool* *CMH3040–3: Presentations/Reports: Impact of Pregnancy and Birth* *Standard* *Performance rating of 3 on each category*	25

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MODULE CMH3040: PRENATAL & POSTNATAL CARE (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• identify the importance of lifestyle choices on maternal/fetal health throughout pregnancy and the puerperium	• an applied problem-solving activity in which the student, using a minimum of three scenarios, identifies the importance of lifestyle choices on maternal/fetal health. *Assessment Tool* *CMHSCN: Scenarios* *CMH3040–4: Prenatal and Postnatal Sample Scenarios* *Standard* *Performance rating of 3 on the rating scale*	10
• identify and evaluate community resources and career opportunities in prenatal and postnatal care	• identifying and evaluating a minimum of four community support resources available for pre- and post-natal care. Profile a career in this area including duties, education qualifications, employment opportunities, salary and benefits and personal qualifications. *Assessment Tool* *CMHCR: Community Resource* *Standard* *Performance rating of 3*	20
• demonstrate basic competencies.	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
	The student should:	
The Healthy Body	• describe the male and female reproductive systems and the process by which fertilization takes place	Consider: • presumptive, probable and positive signs of pregnancy • estimating due date.

MODULE CMH3040: PRENATAL & POSTNATAL CARE (continued)

Concept	Specific Learner Expectations	Notes
	The student should:	
The Healthy Body (continued)	• describe and contrast the three trimesters of pregnancy: – maternal changes – fetal development.	Emotional changes. Hormonal changes. Physical changes • selecting medical care for pregnancy and delivery • chart month-to-month prenatal visits to the doctor or mid-wife, including frequency of visits, types of tests and their purpose. Resource: Health During Pregnancy *Lily Looks Back* video.
Observation, Assessment and Application	• describe risk factors associated with pregnancy, listing signs and symptoms, treatment and care	For example, hyperemesis gravidarum, pregnancy-induced hypertension (toxemia), hemorrhagic conditions, diabetic, C-section, VBAC.
	• identify and assess the validity of myths associated with pregnancy	"Eating for two."
	• describe the effects of maternal health problems on a developing fetus, labour and post-natal care	For example, rubella, anemia, X-rays, high fever, viruses, diabetes.
	• identify the signs and symptoms through the stages of the labour and delivery process, outlining the care necessary for the mother and infant at each stage: – discuss the roles, rights and responsibilities of the father	Resource: *How it Works, How Your Baby is Born.*
	• describe the care of the post-partum mother and newborn infant with emphasis on the aspects of feeding, personal care and initial bonding: – discuss the impact of a new baby on the mother, father, siblings and the extended family	Premature infant, low birth weight, feeding problems e.g.: cleft palate. Apgar Score Cord care. Circumcision decision.
	• describe the physical, social, emotional and economic impact of pregnancy, labour, delivery and postnatal care at different maternal ages	Teens, 20s, 30s, 40s. Determine the costs of pregnancy, birth and care of a baby for one year.

MODULE CMH3040: PRENATAL & POSTNATAL CARE (continued)

Concept	Specific Learner Expectations	Notes
Observation, Assessment and Application (continued)	*The student should:* • identify possible complications and the care that may be required for the mother and newborn through the postnatal period.	E.g.: depression, hemorrhage, infection. Neo-natal jaundice. Failure-to-thrive.
Cultural Diversities	• research and compare cultural diversities relating to pre-natal care, childbirth techniques, family dynamics and relationships.	Resource: *Cross Cultural Caring.*
Health Promotion	• identify the importance of lifestyle choices through the prenatal period.	Exercise, nutrition, work-related impact, substance abuse (e.g., Fetal Alcohol Syndrome/Fetal Alcohol Effects), "crack babies."
Community Resources	• identify the prenatal and postnatal community support resources that are available • describe current medical practices related to pre- and postnatal care.	• Public health nurses. • Ultrasounds • hospital stay • abortions • sperm banks • in vitro fertilization (IVF).
Career Exploration	• research and analyze a career specific to prenatal and postnatal care including: – prerequisites – education and/or training required (locations, length, costs, course content) – employment/entrepreneurial opportunities – working conditions – salary and benefits.	• Nursing • physicians • midwifery • birthing centres • home births.

MODULE CMH3050: **DAY CARE 2**

Level: Advanced

Theme: Skills for Caring

Prerequisite: CMH2050 Day Care 1
Practicum module from Career Transitions in a day care centre

Module Description: Students continue to study the development and care of children, focusing on the importance of play and guiding behaviour.

Note: This module includes concepts that may be particularly sensitive to students, parents or community members.

Module Parameters: No specialized equipment or facilities.

Note: If students successfully complete Day Care 1 and Day Care 2, two practicum modules and are 16 years of age, they are eligible for a Level I Orientation Qualification Certificate providing the objectives of the *Self-Study Orientation Course of Day Care Centre Staff*★ have been met. This is the minimum qualification required for day-care employees in Alberta. Students should be aware that a security check will be required for employment in a day care.

For certification, students must complete a practicum module from Career Transitions in a day care, under the supervision of a staff member with a minimum Level II Day Care Centre Staff Provincial Qualification Certificate.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• describe strategies to encourage a child's creativity	• completion of PM8-16/17, PM8-18 and Learning Record PM8-21.† *Assessment Tool* *CMH3050–1: Day Care Assessment Tool* *Standard* *Performance rating of 3 on the rating scale*	10
• identify the characteristics of play, recognize its value and understand how it contributes to children's development	• completion of Learning Records PM9-17/18 and PM9-19/20.† *Assessment Tool* *CMH3050–1: Day Care Assessment Tool* *Standard* *Performance rating of 3 on the rating scale*	10

★ *Self-Study Orientation Course for Day Care Staff* available from Alberta Family and Social Services Day Care Programs, Seventh Street Plaza, 10030 – 107 Street, Edmonton, Alberta, T5J 3E4.

† Exercises and learning records are found in the *Self Study Orientation Course for Day Care Staff*.

MODULE CMH3050: DAY CARE 2 (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• identify what needs to be provided for play in order for children to grow and develop, and to describe the adult role in supporting self-directed play	• completion of PM10-8/9, PM10-13/14 and Learning Records 10-15, 10-17/18. † *Assessment Tool* *CMH3050–1: Day Care Assessment Tool* *Standard* *Performance rating of 3 on the rating scale*	10
• describe ways that caregivers carry out routines to enhance a child's development in a safe and nurturing way	• completion of PM11-4/5, PM11-7, PM11-9 and Learning Records PM11-14, PM11-17. † *Assessment Tool* *CMH3050–1: Day Care Assessment Tool* *Standard* *Performance rating of 3 on the rating scale*	10
• describe methods of solving behaviour problems, using appropriate child guidance techniques	• completion of PM12-3, PM12-7/8, PM12-10, PM12-11, PM12-12/13 and PM12-15/16. † *Assessment Tool* *CMH3050–1: Day Care Assessment Tool* *Standard* *Performance rating of 3 on the rating scale*	15
	or	
	• develop a minimum of three scenarios of problem situations and suggest solutions. *Assessment Tool* *CMHSCN: Scenarios* *Illustrative Example: Scenario CMH3050: Day Care 2* *Standard* *Performance rating of 3 on the rating scale on each scenario*	15
• describe how day care regulations ensure quality day care	• completion of Learning Records PM13-7/8/9. † *Assessment Tool* *CMH3050–1: Day Care Assessment Tool* *Standard* *Performance rating of 3 on the rating scale*	5

MODULE CMH3050: DAY CARE 2 (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• identify practices related to child safety and illness/injury prevention	• completing Learning Records PM13-15/16. † *Assessment Tool* *CMH3050–1: Day Care Assessment Tool* *Standard* *Performance rating of 3 on the rating scale*	10
• describe how day care staff and families can work together in the best interest of the child	• completing Learning Record PM14-14 and PM14-15.† *Assessment Tool* *CMH3050–1: Day Care Assessment Tool* *Standard* *Performance rating of 3*	5
• describe types and signs of possible child abuse/ neglect, and indicate the day care workers' responsibility	• reporting on types and signs of child abuse and the day care workers' responsibility. *Assessment Tool* *CMH3050–2: Presentations/Reports: Child Abuse* *Standard* *Performance rating of 3* or • completion of Learning Record PM15-9 and PM15-10. † *Assessment Tool* *CMH3050–1: Day Care Assessment Tool* *Standard* *Performance rating of 3*	5
• identify career opportunities related to day care services	• completing three career profiles on careers related to day care services including: – duties, working conditions – education/training required – employment/entrepreneurial opportunities – advancement potential – salaries and benefits – personal characteristics. *Assessment Tool* *CMH–CAR: Career Profiles* *Standard* *Three career profiles, all sections completed for each profile*	5

MODULE CMH3050: DAY CARE 2 (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • demonstrate basic competencies.	*Assessment of student achievement should be based on:* • observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
	The student should:	
Orientation		
• Child Development	• analyzes personal action plan developed in CMH2050: Day Care 1 to determine areas of competencies to maintain and/or improve in this module	
	• describe how creativity relates to child development: – define creativity – identify the stages children go through in creative expression	Reference. Session 8, *Self-Study Orientation For Day Care Workers.* Observation at day care. Video.
	• demonstrate ways to enhance creativity	Create an in-class activity to be used in a day care setting.
	• describe the importance of play in the development of children	Students could share their activities to begin a portfolio of creative experiences for children. Session 9, *Self-Study Orientation For Day Care Workers.*

MODULE CMH3050: DAY CARE 2 (continued)

Concept	Specific Learner Expectations	Notes
	The student should:	
• Child Development (continued)	• identify five characteristics of children's play: – recognize the stages of play, (i.e., unoccupied, solitary, onlooker, parallel, associative and cooperative)	*Self-Study Orientation For Day Care Workers.* – observation at day care. Video: *Day Care Matters: Facilitating Play*, parts 1 & 2.
	• describe play activities that would help develop the physical, social, intellectual, emotional development considering the factors when providing for play (such as space, time materials, rules)	Session 10, *Self-Study Orientation For Day Care Workers.* Video: *Day Care Matters: Facilitating Play*, part 3.
	• describe the adult role in supporting self-directed play versus caregiver-directed activities.	
Management	• describe how physical routines and guiding behaviour can enhance child development and self-esteem	Session 11, *Self-Study Orientation For Day Care Workers.*
	• demonstrate smooth and effective transitions between various routines of the day	Video: *Day Care Matters: Nurturing Through Physical Routines.*
	• identify problem situations and suggest solutions	Session 12, *Self-Study Orientation for Day Care Workers*
	• differentiate between punishment and guidance.	
Health and Safety	• identify provincial day-care policies and the role of the Day Care Licensing Officer, and examine the health practices that keep the spread of infection to a minimum in a day care • select toys, materials and experiences that will aid in the prevention of accidents • describe how appropriate supervision can prevent accidents	Session 13, *Self-Study Orientation For Day Care Workers.* Pamphlet: *Day Care Regulations.*

Concept	Specific Learner Expectations	Notes
	The student should:	
Health and Safety (continued)	• state the benefits resulting from a positive relationship between families and caregivers • describe barriers that might prevent a positive family-caregiver relationship from developing • identify problem-solving strategies that may be used with family members to solve conflicts	Session 14, *Self-Study Orientation For Day Care Workers.* Video: *Day Care Matters: Supporting Family Relationships.*
	• identify and describe the types of child abuse/neglect, including: – indicators of possible child abuse/neglect – suggestions for responding to child abuse/neglect – strategies caregivers can use to prevent child abuse/neglect.	Session 15, *Self-Study Orientation For Day Care Workers.* Video: *Child Abuse and Neglect.* Guest speakers.
Professionalism	• describe how Day Care Regulations ensure the safety and well-being of children and staff • describe the responsibility of the child care worker in reporting suspected child abuse/neglect.	Session 13, *Self-Study Orientation For Day Care Workers.* Observation Session 15, *Self-Study Orientation For Day Care Workers.*
Career Exploration	• research and analyze career opportunities available in early childhood education, outlining the: – prerequisites – length and scope of the course – certification received – job opportunities.	Guest speaker: Early Childhood Program.

MODULE CMH3060: **HOME CARE 3 (SPECIAL CONDITIONS)**

Level: Advanced

Theme: Skills for Caring

Prerequisite: CMH2060 Home Care 2 (Personal Care Services)

Module Description: Students continue to learn about home care as it relates to special conditions, special treatments, loss, long-term care and the palliative process.

Note: This module includes concepts that may be particularly sensitive to students, parents or community members.

Module Parameters: Access to instruction from an individual with formal, specialized training in home care skills.

Supporting Module: A project module from Career Transitions in a community care facility will enhance student learning in this area.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• identify individuals with special needs or conditions, safety requirements, and demonstrate or describe the skills necessary to assist with special care treatments	• practical problem-solving activities in which the student describes or demonstrates the skills and safety precautions required for individual with special needs, including: – bedridden and non-ambulatory individuals – individuals with prostheses – individuals with specific respiratory needs – individuals with incontinence and elimination needs – individuals requiring diagnostic tests – supervision of medications. *Assessment Tool* *CMHHCS: Home Care Skills: Home Care 3* *Standard* *Performance rating of 3 on each skill*	60
• describe home care as it relates to loss, long-term care, and the palliative process	• identifying stages of dying, the grief process and addressing the care and support required for the individual, the family and the caregivers. *Assessment Tool* *CMH3060–1: Presentations/Reports: Death and Dying* *Standard* *Performance rating of 3 on the rating scale*	30

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MODULE CMH3060: HOME CARE 3 (SPECIAL CONDITIONS) (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• identify career opportunities related to home care/personal care services	• completion of three career profiles for careers related to home care/personal care services including: – duties, working conditions – education qualifications – employment/entrepreneurial opportunities – salary range and benefits – advancement potential – personal characteristics. *Assessment Tool* *CMH–CAR: Career Profiles* *Standard* *Performance rating of three career profiles; all sections completed for each profile*	10
• demonstrate basic competencies.	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
	The student should:	
Observation, Assessment and Application	• identify and describe individuals with special needs such as: – those who are bedridden and non-ambulatory – those with prostheses – those with special respiratory needs – those with incontinence and specific elimination needs – those who require diagnostic tests	• Care needs related to specific disease process. • Behaviours exhibited. • Stages of the lifespan. • Cultural diversities.

MODULE CMH3060: HOME CARE 3 (SPECIAL CONDITIONS) (continued)

Concept	Specific Learner Expectations	Notes
Observation, Assessment and Application (continued)	*The student should:* • describe the skills, safety practices and necessary equipment required to assist or perform special care treatments for: – bedridden and non-ambulatory individuals: • prevention of pressure areas using available aids • maintenance of adequate lung function using deep breathing exercises, spirometers and respiratory aids • maintenance of adequate circulation using aids to maintain muscular strength and exercises – individuals with a prosthesis: • use of hearing and visual aids, limbs, braces, splints, casts • assistance with ambulation, such as crutches, walkers, wheelchairs, electric carts – individuals with specific respiratory needs: • use of supplemental oxygen • use of steam inhalation, cold vaporizers – individuals with incontinence and elimination needs: • recording intake and output • catheter care (observe catheterization), urinary drainage devices • ostomy care • suppositories, enemas – individuals requiring diagnostic tests: • collecting urine, stool and sputum specimens • home glucometer testing (diabetics) • interpreting results of urine tests, blood tests • home preparations for X-rays, blood tests.	Discuss the safety precautions necessary for caregiver and individual including: • universal precautions (infection control) • proper body mechanics Community work placements may provide additional practical time.

Concept	Specific Learner Expectations	Notes
	The student should:	
Safety	• identify the safety components related to the supervision of medications: – five rights (person, medication, time, method, amount) – routes (oral, buccal, sublingual, rectal, injectable, topical, transdermal, inhalation) – types (pills, lozenges, liquids, drops, ointments, skin patches, injections, suppositories, inhalers) – observing and reporting to health professionals side-effects and degree of tolerance of medication by individuals.	Pharmacy labels on medication containers. • instructions. • precautions for specific medication.
Management	• identify potential impacts of "loss" on physical, mental and social aspects of living	• Stages of the lifespan. • Cultural diversities.
	• describe the importance of maintaining the individual's dignity and privacy and examine ways of accomplishing this	
	• outline and describe the procedures for admission to, transfer and discharge from a treatment centre: – social and emotional aspects – family resources – interpreting and compiling the individual's care record	
	• identify and describe the stages of dying, including emotional support, physical changes and care through the palliative process	Video: *Death and Dying*.
	• identify strategies and personal care services to assist the family through the grieving process, palliative care and procedures following death	Support groups. • Post-mortem care. • Bereavement support.
	• describe the impact on the caregiver and outline ways to obtain physical assistance and emotional support.	• Interview palliative caregiving staff. • Positive impact of experiences.
	• identify and assess community support resources.	

MODULE CMH3060: HOME CARE 3 (SPECIAL CONDITIONS) (continued)

Concept	Specific Learner Expectations	Notes
Career Exploration	*The student should:* • describe the role of a home care worker considering: – ethics and legal responsibility – health care facilities and home support systems in Alberta – communication, client rapport and rights – cultural differences • identify employer expectations and role of the health team.	

MODULE CMH3070: CHALLENGED INDIVIDUALS

Level: Advanced

Theme: Skills for Caring

Prerequisite: None

Module Description: Students recognize the diversity of experiences facing individuals who are physically and/or mentally challenged, and identify available community resources for such individuals.

Module Parameters: No specialized equipment or facilities.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• identify situations affecting challenged individuals and recommend solutions	• an applied problem-solving activity in which the student researches a minimum of two challenges as to: – causes – signs and symptoms – treatment – resources and technologies available – impact on and recommend solutions for the individual, family and the community – adaptations to promote independence. *Assessment Tool* *CMH3070–1: Research Process: Challenged Individuals* *Standard* *Performance rating of 3 on the rating scale*	45
	• a practical problem-solving activity in which the student devotes a minimum of 10 hours to assisting a challenged individual with activities of daily living. *Assessment Tool* *CMHPTF: Portfolio* *Standard* *Performance rating of 3 on the rating scale*	40

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MODULE CMH3070: CHALLENGED INDIVIDUALS (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• identify and evaluate community resources and profile a career opportunity related to working with challenged individuals	• identifying and evaluating a minimum of three community resources available to a challenged individual • completion of a career profile in this area including: – duties – education qualifications – employment/entrepreneurial opportunities – salary range and benefits – personal characteristics. *Assessment Tool* *CMHCR: Community Resource* *Standard* *Performance rating of 3 on the rating scale*	15
• demonstrate basic competencies.	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
	The student should:	
Observation, Assessment and Application	• identify challenges that affect the performance of activities of daily living, such as: – motor/sensory – cognitive – behavioural – intellectual	For example: • paralysis/anesthesia • memory loss • short term memory because of brain damage • retardation.
	• identify the potential impact of the challenges noted above on the individual, the family and the community	Physical, mental, socioeconomic. Interviews.
	• describe adaptations to activities of daily living to promote independence.	Guest speakers, home visitation.

MODULE CMH3070: CHALLENGED INDIVIDUALS (continued)

Concept	Specific Learner Expectations	Notes
Observation, Assessment and Application (continued)	*The student should:* • identify specific treatments, technologies and community resources available to the individual with a specific challenge.	• Voluntary agency • advocacy • personal interview • assist a challenged individual with activities of daily living. (May be expanded with a project or volunteerism module.)
Career Exploration	• research and evaluate the career opportunities related to working with challenged individuals.	• Personal care aides • rehabilitation therapists • special education instructors.

MODULE CMH3080: DIGESTIVE SYSTEM

Level: Advanced

Theme: Health Sciences

Prerequisite: None

Module Description: Students study the anatomy, physiology, pathology and treatment of the digestive and elimination systems. They gain an appreciation for practicing a healthy lifestyle, and acquire the knowledge and skills necessary to deal with digestive and elimination conditions as they affect the individual, family and friends. Students also identify community support resources.

Module Parameters: No specialized equipment or facilities.

Supporting Module: CMH2060 Home Care 2 (Personal Care Services)

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • identify and describe the anatomy, physiology, pathology, causes, treatment, prevention, impact and support resources available for selected digestive and elimination conditions	*Assessment of student achievement should be based on:* • a concept test consisting of a minimum of 10 questions in each of the following categories – structure and function of the digestion system – structure and function of the elimination system – pathology of digestion and elimination systems. *Assessment Tool* *CMH3080–1: Concept Test: Digestion/Elimination Systems* *Standard* *Performance rating of 50%*	30
	• describing a selected digestive and elimination condition as to: – pathology and treatment – prevention – causes – a sample therapeutic diet for the condition – impact on the individual, family and community – community support resources available. *Assessment Tool* *CMH3080–2: Presentations/Reports: Digestion/Elimination Conditions* *Standard* *Performance rating of 3 on the rating scale*	30

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• describe the causes, signs and symptoms, treatment and prevention of digestive and elimination emergencies	• practical problem-solving activities in which the student, using a minimum of two scenarios, recognizes digestion and elimination emergencies and demonstrates first-aid procedures. *Assessment Tool* *CMHSCN: Scenarios* *CMH3080–3: Digestion/Elimination Sample Scenarios* *Standard* *Performance rating of 3 on the rating scale for each scenario*	10
• describe a personal action plan that will promote and maintain healthy digestive and elimination systems	• an applied problem-solving activity in which the student prepares a personal action plan to improve or maintain healthy digestive/elimination systems. *Assessment Tool* *CMHPAP: Personal Action Plan* *Standard* *Performance rating of 3 on the rating scale*	20
• identify career opportunities related to digestive and elimination systems	• completion of three career profiles for careers related to the digestion and/or elimination systems, including: – duties, working conditions – education qualifications – employment/entrepreneurial opportunities – advancement potential – salary range and benefits – personal characteristics. *Assessment Tool* *CMH–CAR: Career Profiles* *Standard* *Three career profiles; all sections completed for each profile*	10
• demonstrate basic competencies.	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

MODULE CMH3080: DIGESTIVE SYSTEM (continued)

Concept	Specific Learner Expectations	Notes
	The student should:	
The Healthy Body	• describe, locate and state the functions of the primary and accessory organs of the digestive system: – mouth – pharynx – esophagus – stomach – small intestine – large intestine – liver – gall bladder – pancreas – appendix	Models, diagrams, dissection, videos, software programs. Special role of appendix.
	• outline and compare the processes involved in ingestion, digestion, absorption and elimination at different stages of the lifespan	Flow chart.
	• describe the role of enzymes and identify the major enzymes involved in digestion	
	• describe the role of the major nutrients necessary for growth and maintenance over the lifespan: – water – carbohydrates – proteins – fats – vitamins – minerals – cellulose	*Canada's Food Guide to Healthy Living* (FOD3010, FOD3020)
	• list the body systems that eliminate waste and name the substances eliminated by each	Digestive, urinary, integumentary, respiratory.
	• describe, locate and state the functions of the organs of the urinary system	Models, diagrams, dissection.
	• describe the processes involved in urine formation (filtration, reabsorption, secretion)	Role of ADH and hormones produced by kidney.
	• describe the process of urination	Given a urinalysis report, evaluate which substances are normal or abnormal constituents of urine.
	• research and analyze the effects of aging on the digestive and elimination systems.	Construct or draw a model that demonstrates how dialysis works.

Concept	Specific Learner Expectations	Notes
	The student should:	
Observation, Assessment and Application	• describe the causes, signs and symptoms, prevention and treatment of conditions affecting digestive and elimination systems • analyze the social, emotional and economic affects of these conditions on the individual, family, peers and the community • plan a therapeutic diet that would be necessary in the treatment of conditions affecting digestive and elimination systems • list and describe services provided by community support resources • describe the causes, signs and symptoms, treatment and prevention of digestion and elimination emergencies.	• Halitosis • gingivitis • gastroesophageal reflux • ulcers (gastric/ duodenal) • pyloric stenosis • appendicitis • Crohn's disease • celiac disease • hepatitis • cirrhosis • cholelithiasis • pancreatitis • cystic fibrosis • eating disorders • cancer • renal failure • acute glomerulonephritis • cystitis • urethritis • renal calculi • prostate problems
Health Promotion	• describe lifestyle choices that promote and maintain healthy digestive and elimination systems.	Assess nutritional intake over five days. • weekend variations. Personal action plan.
Cultural Diversity	• describe how culture can affect dietary habits and digestion/elimination systems.	
Career Exploration	• investigate and evaluate a career related to digestion/elimination systems: – duties, working conditions – education qualifications – employment opportunities – advancement potential – salary range and benefits – personal characteristics.	Gastroenterology. Urologist.

MODULE CMH3090: NERVOUS/ENDOCRINE SYSTEMS

Level: Advanced

Theme: Health Sciences

Prerequisite: None

Module Description: Students study the anatomy, physiology and pathology of the nervous/endocrine systems. They gain an appreciation for practicing a healthy lifestyle, and acquire the knowledge and skills necessary to deal with nervous/endocrine conditions as they affect the individual, family and friends. Students also identify community support resources.

Module Parameters: No specialized equipment or facilities.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• identify and describe the anatomy, physiology, pathology, causes, treatment, prevention, impact and support resources available for selected nervous and endocrine conditions	• a concept test consisting of a minimum of 10 questions on each of the following: – structure and function of the nervous system – location and function of the endocrine glands – pathology of nervous and endocrine systems. *Assessment Tool* *CMH3090–1: Concept Test: Nervous/Endocrine Sytstems* *Standard* *Performance rating of 50%*	30
	• describing a selected nervous and endocrine condition as to: – pathology and treatment – causes – prevention – impact on the individual, family and community – suggestions to reduce the impact on the individual and family – community support resources available. *Assessment Tool* *CMH3090–2: Presentations/Reports: Nervous and Endocrine Conditions* *Standard* *Performance rating of 3 on the rating scale*	30

MODULE CMH3090: NERVOUS/ENDOCRINE SYSTEMS (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• describe the causes, signs and symptoms, treatment and prevention of neurological and endocrine emergencies	• practical problem-solving activities in which the student, using a minimum of two scenarios, recognizes and demonstrates first-aid procedures for neurological and endocrine emergencies. *Assessment Tool* *CMHSCN: Scenarios* *CMH3090–3: Nervous/Endocrine Sample Scenarios* *Illustrative Example: Scenario CMH3090 Nervous/Endocrine System* *Standard* *Performance rating of 3 on the rating scale for each scenario*	20
• describe a personal action plan that will promote and maintain healthy nervous and endocrine systems	• applied problem solving in which the student develops a personal action plan to promote and maintain healthy nervous and endocrine systems. *Assessment Tool* *CMHPAP: Personal Action Plan* *Standard* *Performance rating of 3 on the rating scale*	10
• identify career opportunities related to nervous and endocrine systems	• completion of three career profiles for careers related to the nervous and endocrine systems, including: – duties, working conditions – education qualifications – employment/entrepreneurial opportunities – advancement potential – salary range and benefits – personal characteristics. *Assessment Tool* *CMH–CAR: Career Profile* *Standard* *Three career profiles; all sections completed for each profile*	10
• demonstrate basic competencies.	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

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MODULE CMH3090: NERVOUS/ENDOCRINE SYSTEMS (continued)

Concept	Specific Learner Expectations	Notes
	The student should:	
The Healthy Body	• describe the components of the nervous system: – central nervous system – peripheral nervous system and divisions	Diagram to label.
	• describe the structure of neurons and identify the various types, distinguishing between myelinated and unmyelinated neurons	Software.
	• state how an impulse is transmitted along a neuron and across a synapse	
	• identify the main neurotransmitters	
	• identify the major structures of the brain and state the function of each	
	• identify the structure and function of the spinal cord and diagram how impulses travel along the reflex arc	Diagram and case study.
	• identify, describe and state the functions of the endocrine glands	Diagrams to label.
	• identify and state the function of the hormones produced by the endocrine glands and compare steroid and protein hormones: – demonstrate how feedback systems control the production and release of hormones	Positive feedback/ negative feedback.
	• compare and contrast the effects of the nervous and endocrine system on body functioning.	Software

MODULE CMH3090: NERVOUS/ENDOCRINE SYSTEMS (continued)

Concept	Specific Learner Expectations	Notes
	The student should:	
Observation, Assessment and Application	• analyze the pathology, causes, signs and symptoms, prevention and treatment of conditions involving the nervous and endocrine systems	Presentation, case study, report. Software.
	• analyze the social, emotional and economic effects of these conditions on the individual, family, peers and the community	Case study.
	• identify factors to reduce the impact of a nervous system disorder or disease on the individual and his or her family • list available community support resources	Nervous System: • Alzheimer's disease • cerebral palsy • epilepsy • hydrocephalus • meningitis • multiple sclerosis • neuralgia • Parkinson's Disease. Endocrine System: • gigantism/acromegaly • Addison's disease • cretinism/myxedema • Cushing's syndrome • diabetes (insipidus and mellitus) • hypo/hyperthyroidism.
	• identify neurological and endocrine emergencies, and describe and demonstrate appropriate care.	• Spinal cord injuries. • Unconscious patient. • Thyroid storm. Rehabilitation and physiology (speech, recreational, occupational). Guest speakers. Interviews. Panel discussions.
Health Promotion	• describe lifestyle behaviours that would reduce accidents that could result in neurological and/or endocrine damage.	Helmets, seatbelts, vehicle restraints. Occupational safety. Nutrition. Personal action plan.
Career Exploration	• identify career opportunities available in the area of neurology or endocrinology.	Job shadow. Guest speakers.

MODULE CMH3100: **MENTAL HEALTH**

Level: Advanced

Theme: Health Sciences

Prerequisite: None

Module Description: Students study the parameters of mental well-being and the causes, signs, symptoms and treatment of mental illness. Students learn coping skills, and identify community support resources.

Module Parameters: No specialized equipment or facilities.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• describe indicators of mental well-being • identify common stressors, the body's response to stress, and provide solutions for coping with stress	• developing a personal action plan in which the student: – describes the indicators of mental well-being – identifies stressors in his or her personal life – describe the body's stress response – describes a minimum of five effective coping strategies. *Assessment Tool* *CMHPAP: Personal Action Plan* *Standard* *Performance rating of 3 on the rating scale*	30
• identify causes, signs and symptoms, pathology, treatment, prevention, impact and support resources for psychological disorders	• researching a psychological disorder as to: – pathology – signs and symptoms – causes – treatment – prevention – impact on the individual, family and community – community support resources available. *Assessment Tool* *CMH3100–1: Presentations/Reports: Mental Health* *Standard* *Performance rating of 3 on the rating scale*	60

MODULE CMH3100: MENTAL HEALTH (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• identify career opportunities related to mental health	• completion of three career profiles of career opportunities in the area of mental health including: – duties, working conditions – education qualifications – employment/entrepreneurial opportunities – salary range and benefits – advancement potential – personal characteristics. *Assessment Tool* *CMH–CAR: Career Profiles* *Standard* *Three career profiles; all sections completed for each profile*	10
• demonstrate basic competencies.	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
	The student should:	
The Healthy Body	• identify connections between physical, social, emotional, spiritual and mental health	Maslow's hierarchy of needs. Erikson's developmental stages. Picture collage.
	• inventory and present the major components of mental well-being: – ways to enhance self-esteem – coping techniques with conflicts.	Role of independence versus dependence. Problem solving.
Management	• identify stressors and the physiological stress response: – relationships, health issues, daily living, job, school	Eustress versus distress. General Adaptation Syndrome (GAS). Lazarus (stress and coping).

Concept	Specific Learner Expectations	Notes
	The student should:	
Management (continued)	• compare and contrast various coping techniques:	For example: passive, assertive, aggressive Common behaviours: anger, jealousy, shyness, depression. Psychological defence mechanisms: denial, fantasy, rationalization, repression, projection.
	– adaptive and maladaptive coping techniques.	Addictive behaviours. Successful techniques: planning, rehearsal, self-talk, relaxation, establishing goals, changing behaviour, biofeedback, meditation, medications. Guest speakers.
Observation, Assessment and Application	• identify affective, behavioural and cognitive maladaptations	Mental Health Association.
	• describe various psychological disorders, including causes, signs and symptoms, diagnosis, therapeutic approaches, prevention, community resources available and the impact on the individual, family and the community.	E.g.: • depression • addictive behaviour • bi-polar disorder • schizophrenia • dementias (including Alzheimer's) • personality disorders. Diagnostic and Statistical Manual (DSM IV).
	• identify the various types of therapeutic environments available in the community: – acute care/active treatment unit – regional psychiatric centre – rehabilitation centre – community mental health or guidance centre – community group home.	Acute detoxification, AA (self-help association), ADAAC, acute care hospital unit, closed/open unit, security measures (locked areas, restraints, injury prevention).

MODULE CMH3100: MENTAL HEALTH (continued)

Concept	Specific Learner Expectations	Notes
	The student should:	
Career Exploration	• identify and evaluate the career opportunities available in the field of mental health including: – desirable personal characteristics – education qualifications – employment/entrepreneurial opportunities – tasks, working conditions – salary range and benefits – advancement potential.	Nursing, psychiatry, counselling, social work, home-care, etc. Job shadow, career exploration.

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MODULE CMH3110: ADVANCES IN MEDICAL TECHNOLOGY

Level:	Advanced
Theme:	Health Sciences
Prerequisite:	None
Module Description:	Students focus on the social, emotional and economic impact of health technology. Related ethical issues are also examined.
Module Parameters:	No specialized equipment or facilities.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• compare and contrast past, present and future trends in health services	• comparing and contrasting past, present and future trends in health. *Assessment Tool* *CMH3110–1: Presentations/Reports: Trends in Health Services* *Standard* *Performance rating of 3 on the rating scale*	20
• identify services, diagnostic procedures and health technologies available in acute, rehabilitation and extended care centers	• describing the care, services, diagnostic procedures and technology available in acute, rehabilitation and extended care centres. *Assessment Tool* *CMH3110–2: Presentations/Reports: Health Services* *Standard* *Performance rating of 3 on the rating scale*	30
• identify and discuss emerging technologies, including description, availability, social and emotional impact, economics and ethical issues	• researching two emerging technologies as to: – description of the technology – availability of the technology – social and emotional impact – economic consideration – ethical issues. *Assessment Tool* *CMH3110–3: Research Process: Emerging Technologies* *Standard* *Performance rating of 3 on the rating scale*	40

MODULE CMH3110: ADVANCES IN MEDICAL TECHNOLOGY (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• identify career opportunities related to medical technology	• completion of three career profiles on career opportunities in health technologies including: – duties, working conditions – education required – employment/entrepreneurial opportunities – salary range and benefits – advancement potential – personal qualifications. *Assessment Tool* *CMH–CAR: Career Profiles* *Standard* *Three career profiles; all sections completed for each profile*	10
• demonstrate basic competencies.	• observation of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
	The student should:	
Nature of the Health System	• compare and contrast past, present and future trends in health care: – community based (VON, Home Care) – expense of hospitalization (user pay, free) – medical personnel (shortage/surplus of medical/nursing individuals, research, degree of professional autonomy, import/export of health care professionals, entrepreneurship, training) – use of para-professional, non-professionals – impact of changes on the individual, family and community.	Lifestyle-related conditions (modifiable risk factors). Client's desire to be home. Growing elderly population. Chronic ailments not requiring acute care. Medicines, treatments, diagnostic tools.

MODULE CMH3110: ADVANCES IN MEDICAL TECHNOLOGY (continued)

Concept	Specific Learner Expectations	Notes
	The student should:	
Observation, Assessment and Application	• identify the elements of care available in treatment facilities (acute care, convalescent care, extended care, palliative care) • analyze availability and accessibility of services in acute, rehabilitation and extended care centres: – physicians, nursing, dietary , housekeeping, maintenance, business, volunteer, social work, rehabilitation, radiology, pathology, pharmacy, etc.	Physiotherapy, Occupational Therapy, ECMO, emergency department, terminal, palliative care, pastoral care, convalescent care, elective, emergency, day surgery, day hospitals.
	• research and analyze availability and accessibility of technology and diagnostic procedures in health care: – operative care (general surgery, laser, laparoscopy, plastic, fibre optics)	Tours available. Alberta Heritage Research Council. Community-based. Pre-op and post-operative procedures. Anesthesia. Basic medical asepsis. Awareness of complications (pneumonia, infection, hemorrhage, etc.).
	– imaging services • describe the purpose and the care of the patient before, during and after the following procedures: – general surgery – less invasive surgery (lasers, fibre optics) – imaging services • identify options for anaesthetics.	Intrauterine survey. CAT scan, MRI (magnetic resonance imaging). Ultrasound. Nuclear medicine (assess organ function, liver, kidney, brain, etc.). Radiation therapy (cancer treatment). Dental X-ray (internal surface and roots).
Application	• research technological advancements for the 21st century, including an assessment of the social, emotional, economic and ethical issues raised by emerging technologies such as: – gene therapy – synthetic body parts – euthanasia – reproductive technology – computerized health care – robotics – transplants.	Examine community agencies available to determine their client group, current medical data and recommended treatment plans. Tours, guest speakers, news media, clinics, labs or diagnostic centres. Community agencies.

MODULE CMH3110: ADVANCES IN MEDICAL TECHNOLOGY (continued)

Concept	Specific Learner Expectations	Notes
Career Exploration	*The student should:* • research and evaluate career opportunities available in health technology including: – personal characteristics – training/education required – employment/entrepreneurial opportunities – working conditions – salary range and benefits.	Job shadow, interview, research, facility tours.

MODULE CMH3120: **FIRST AID/CPR FOR CHILDREN**

Level: Advanced

Theme: Injury Prevention

Prerequisite: None

Module Description: Students identify a child-safe environment and recognize life-threatening emergencies or medical conditions, and demonstrate appropriate first-aid procedures.

Note: Students qualify for an Emergency Child Care certificate, Canadian Red Cross, or a Standard First Aid in Child Care certificate (St. John Ambulance) when they meet the required competencies specified by the credentialling agency.

Module Parameters: Access to instruction from an individual with a **current instructor's certificate in First Aid and CPR with a Child Care Instructor designation**.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• identify practices that provide a safe environment for infants and children	• a presentation in which the student describes a minimum of 15 child safe practices. *Assessment Tool* *CMH3120–1: Presentations/Reports: Child Safety* *Standard* *Performance rating of 3 on the rating scale*	10
• identify signs and symptoms and recommend action for childhood emergencies and suspected child abuse and/or neglect	• a concept test consisting of a minimum of 25 questions including: – suspected child abuse/neglect signs and symptoms, action plan – signs and symptoms of childhood emergencies – treatment of childhood emergencies – community support resources available. *Assessment Tool* *Concept Test from the credentialling agency* *Standard* *Performance rating as required by credentialling agency or 50% for module credit*	15

MODULE CMH3120: FIRST AID/CPR FOR CHILDREN (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
	• a practical problem-solving activity in which the student, using a minimum of three scenarios, recognizes and demonstrates appropriate actions for infant or child emergencies. *Assessment Tool* *CMH–SCN: Scenarios* *Illustrative Example: Scenario CMH3120: First Aid/CPR for Children* *Standard* *Performance rating of 3 on the rating scale for each scenario*	15
• identify an emergency situation and demonstrate first-aid/ CPR skills for childhood emergencies	• a practical problem-solving activity in which the student demonstrates the first aid and CPR procedures and skills to provide holistic care for infant/child emergencies. *Assessment Tool* *Practical examination checklist from the credentialling agency* *Standard* *Performance rating as required for certification*	50
• identify career opportunities related to first aid/CPR for children	• completion of three career profiles on careers in which first aid and CPR for children and infants would be beneficial including: – duties, working conditions – education/training required – employment/entrepreneurial opportunities – advancement potential – salaries and benefits – personal characteristics. *Assessment Tool* *CMH–CAR: Career Profiles* *Standard* *Three career profiles; all sections completed for each profile*	10
• demonstrate basic competencies.	• observations of individual effort and interpersonal interactions during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

MODULE CMH3120: FIRST AID/CPR FOR CHILDREN (continued)

Concept	Specific Learner Expectations	Notes
Safety and Health Promotion	*The student should:* • outline and describe sound practices to child proof the environment (home and surroundings): – recognizing risks and hazards – preventing common accidents – home safety check – playground – transportation – preventing infection • identify signs of suspected child abuse/neglect and strategies for accessing proper resources.	
Observation, Assessment and Application	• identify the causes, signs and symptoms of the following medical conditions: – respiratory arrest – circulatory problems – levels of consciousness – muscle/skeletal injuries, head and spine injuries – soft tissue injuries – sudden medical conditions – cardiac arrest (infant and child CPR) • demonstrate appropriate first-aid procedures for life-threatening childhood emergencies and medical conditions • identify the potential social, emotional, physical effects of these conditions on the child • describe the impact of childhood emergencies and/or medical conditions on the family and caregivers and how this influences treatment	• Allergic reactions • skin conditions • asthma • croup • epiglottitis • earache • diarrhea and vomiting • poisoning • pin worms • diabetes • epilepsy/seizures • febrile convulsions (seizures) • electric shock • burns.

MODULE CMH3120: FIRST AID/CPR FOR CHILDREN (continued)

Concept	Specific Learner Expectations	Notes
Observation, Assessment and Application (continued)	*The student should:* • identify and demonstrate skills of open communication between fellow workers, families and children • identify and inventory community resources available as support services.	
Career Exploration	• identify and describe careers that require the knowledge and skills regarding first aid for children including: – desirable personal values and interests – training or education requirements – working conditions – employment/entrepreneurial opportunities – salaries and benefits.	Videos, reports, interviews, guest speakers, job shadow. E.g.: day-care worker, law enforcement officers, firefighters/emergency response personnel, lifeguard, teachers.

MODULE CMH3130: **SPORTS FIRST AID 2**

Level: Advanced

Theme: Injury Prevention

Prerequisite: CMH2130 Sports First Aid 1

Module Description: Students focus on the application of knowledge, skills and techniques to enhance athletic performance, and identify common athletic injuries, therapeutic solutions and rehabilitation strategies.

Module Parameters: No specialized equipment or facilities.

Supporting Module: A project module from Career Transitions will enhance student learning in this area.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• demonstrate management of resources and activities of an athletic first-aider	• practical activities that develop skills and enhance safety and well-being including: – assisting in the maintenance and repair of equipment – maintaining first-aid supplies – assisting in the maintenance of the training facility – assisting in the promotion of the athlete's safe behaviour – assisting in warm-up and cool-down stretching activities. *Assessment Tool* *CMH3130–1: Sports First Aid Management Tasks* *Standard* *Performance rating of 3 on the rating scale for each task*	30
• describe activities that enhance athletic performance	• describing and/or demonstrating a minimum of two topics that enhance athletic performance. *Assessment Tool* *CMH3130–2: Presentations/Reports: Enhancing Athletic Performance* *Standard* *Performance rating of 3 on the rating scale*	20

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MODULE CMH3130: SPORTS FIRST AID 2 (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• identify situations that precipitate common athletic injuries, and recommend preventive and therapeutic solutions and rehabilitation	• describing for a minimum of two specific sports: – situations that precipitate common injuries in each sport – a minimum of two common injuries (assessment and referral) – recommended preventive solutions – recommended therapeutic solutions – recommended rehabilitative measures – how athletic injuries can affect an individual throughout the lifespan. *Assessment Tool* *CMH3130–3: Research Process: Sports Injuries* *Standard* *A performance rating of 3 on the rating scale* • practical activities in which the student demonstrates appropriate first-aid and taping skills for common injuries of the specified sports. *Assessment Tool* *CMHSFASA: Sports First Aid Skills Assessment: Sports First Aid 2* *Standard* *A performance rating of 3 on the rating scale for each skill*	40
• identify career opportunities in sports first aid	• completion of three career profiles on careers associated with athletic first aid including: – personal characteristics – education qualifications – duties, working conditions – employment/entrepreneurial opportunities – advancement potential – salary range and benefits. *Assessment Tool* *CMH–CAR: Career Profile* *Standard* *Three career profiles; all sections completed for each profile*	10
• demonstrate basic competencies.	• observation of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
Health/Safety Promotion	*The student should:* • identify skills that enhance the safety and well-being of the athlete: – maintain and repair sports equipment – maintain first aid supplies – maintain a clean, organized training facility – safe behaviour of athletes	Improper use of equipment, horseplay, etc.
	• describe the rationale for maintaining health records and injury report forms	
	• identify the benefits of activities that may prevent injuries to athletes: – warm-up – cool-down – proper stretching techniques	
	• list indicators to determine when injured athletes are ready to return to full activity	
	• describe factors that assist the athlete to reach peak performance: – training for peak performance – fueling the athlete's body (nutrition) – conducting basic fitness testing – perform basic stress tests (lung capacity, recovery capacity) – sports psychology	Foods module FOD2020 Nutrition and the Athlete. See Community resources – fitness centres.
	• describe how athletic injuries can affect the athlete throughout the lifespan.	Retired athlete, local guest speaker.

Concept	Specific Learner Expectations	Notes
Observation, Assessment and Application	*The student should:* • identify the causes and effects of common injuries in school or community sports: – discuss preventive measures • identify factors to consider in injury assessment and distinguish how those factors can help differentiate between minor injuries and when referral is necessary • demonstrate appropriate first-aid and taping skills for specific injuries • describe advanced therapeutic and rehabilitative modalities carried out by trained professionals.	Visit to physiotherapy/ sports medicine clinics.
Career Exploration	• research and evaluate career opportunities for students interested in a career in sports medicine including: – duties, working conditions – education qualifications – employment/entrepreneurial opportunities – advancement potential – salary range and benefits – personal characteristics.	

COMMUNITY HEALTH

SECTION G: ASSESSMENT TOOLS

The following pages comprise background information and strategies for assessing student achievement and the assessment tools that are listed in Sections D, E and F of this Guide.

This section of the Guide to Standards and Implementation has been designed to provide a common base of understanding about the level of competencies students are expected to demonstrate to successfully complete a module. The goal is to establish assessment standards for junior and senior high school students that are fair, credible and challenging.

These tools will assist teachers throughout the province to more consistently assess student achievement. The purpose of expanding on the assessment standards is to:

- increase confidence among students, parents, business/industry and post-secondary that students can demonstrate the competencies specified in the modules they have completed
- encourage fairness and equity in how students' efforts are judged
- enable learners to focus effort on key learnings
- support teachers and community partners in planning and implementing CTS.

These tools were validated during the optional stage of CTS implementation.

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CMH3130–3: Research Process: Sports Injuries G.126

Assessment Tools Specific to Linkage Modules (See Section H., Linkages)

FIN1010–1: Financial Information G.127
FIN1010–2★: Sample Concept Test G.128
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★Adapted for Community Health

ASSESSING STUDENT ACHIEVEMENT IN CTS

The CTS assessment standards assess two basic forms of competency:

- What can a student ***do***?
    - **make** a product (e.g., wood bowl, report, garment)
    - **demonstrate** a process
        - strand-related competencies (e.g., keyboarding, hair cutting, sewing techniques, lab procedures)
        - basic competencies (e.g., resource use, safety procedures, teamwork).
- What does a student ***know***?
    - knowledge base needed to demonstrate a competency (link theory and practice).

CTS Defines *Summative* Assessment Standards

The assessment standards and tools defined for the CTS modules, referenced in Sections D, E and F of this Guide, focus on the final (or summative) assessment of student achievement.

Assessment throughout the learning period (formative assessment) will continue to evaluate how students are progressing. Teachers direct and respond to students' efforts to learn—setting and marking tasks and assignments, indicating where improvement is needed, sending out interim reports, congratulating excellence, etc.

Teachers will decide which instructional and assessment strategies to apply during the formative learning period. As formative and summative assessment are closely linked, some teachers may wish to modify the tools included in this section to use during the instructional process. Teachers may also develop their own summative assessment tools as long as the standards are consistent with the minimum expectations outlined by Alberta Education.

Grading and Reporting Student Achievement

When a student can demonstrate ALL of the exit-level competencies defined for the module (module learner expectations), the teacher will designate the module as "successfully completed." The teacher will then use accepted grading practices to determine the percentage grade to be given for the module—a mark not less than 50%.

The time frame a teacher allows a student to develop the exit-level competency is a local decision. NOTE: The Senior High School Handbook specifies that students must have access to 25 hours of instruction for each credit. Students may, however, attain the required competencies in less time and may proceed to other modules.

Teachers are encouraged to consult their colleagues to ensure grading practices are as consistent as possible.

High school teachers may wish to refer to "Directions for Reporting Student Achievement in CTS" for information on how to use the CTS course codes to report the credits that students have earned to Alberta Education. (Copies of this document have been forwarded to superintendents and senior high school principals.)

Components of Assessment Standards in CTS

The following components are included in each module:

- **module learner expectations** (in the shaded left column of the module) define the exit-level competencies students are expected to achieve to complete a module. Each MLE defines and describes critical behaviours that can be measured and observed. The student must meet the standard specified for ALL MLEs within a module to be successful.

- **suggested emphasis** (in the right column of the module) provides a guideline for the relative significance of each MLE and can be used to organize for instruction.

- **criteria and conditions** (in the middle column of the module) set the framework for the assessment of student competency, specifying the minimum standard for performance and including a reference to assessment tools, where appropriate.

  Criteria define the behaviours that a student must demonstrate to meet the designated standard. For example, the criteria could describe the various techniques that must be demonstrated when using a tool, and/or describe the minimum components of a project the student must complete.

  Conditions outline the specifications under which a student's competency can be judged. For example, the conditions could specify whether the assessment should be timed or not, or if the student should be allowed to access to support resources or references.

  Standard may be defined by (1) assessment tools, which are referenced in this section (or sometimes in approved learning resources) and/or (2) "illustrative examples" of student work, if appropriate.

  Assessment Tools included in this section of the Guide tend to be of two types:

  - tools generic to a strand or to the entire CTS program; e.g., a standard five-point rating scale is used in all strands. Other generic tools include assessing reports and presentations and lab safety checklists. *(Names of these tools include the strand code [e.g., "INF" for Information Processing] and a code for the type of tool [e.g., "TDENT" for Text-Data Entry].)*
  - tools specific to a module; e.g., assessment checklist for assessing a venture plan in Enterprise and Innovation or a checklist for sketching, drawing and modelling in Design Studies. *(Names of these tools include the module code; e.g., "INF1010–1" indicating that it is the first module-specific tool used in Information Processing Module 1010.)*

Development and Validation Processes

The "Criteria and Conditions" and "Suggested Emphasis" columns have been validated with extensive input from teachers, professional associations/contacts and post-secondary institutions. The goal was to prepare well-structured assessment standards and related assessment tools that:

- establish an appropriate level of challenge and rigour
- relate directly to the type of learning described in the curriculum standard
- are easy to understand
- are efficient to implement
- can provide a consistent measure of what was expected to be measured.

As students and teachers work with the assessment standards and tools, it is expected that levels of performance will increase as more and more students are able to achieve the minimum standard. Therefore, the assessment standards and related tools will continue to be monitored, and revised as necessary to ensure appropriate levels of rigour and challenge, and successful transitions for students as they leave high school and enter the workplace or related post secondary programs.

ASSESSING STUDENT ACHIEVEMENT IN COMMUNITY HEALTH

The Community Health curriculum is based on the premise that recognizable outcomes may be compared to stated standards. In Community Health, the standards identify students' growth in knowledge, skills and attitudes. The curriculum defines outcomes through the module learner expectations (MLEs) and specific learner expectations (SLEs). It also suggests criteria and conditions for assessment and the emphasis to be placed on each expectation. These elements combine to provide an overall framework for instruction and assessment.

Assessment Strategies and Tools

A variety of tools have been provided for your reference and use. In the development of the assessment materials there has been an attempt to keep it as simple as possible while also providing guidance and assistance to teachers. The tools are intended to help you assess students' work as accurately and consistently as possible by stating standards of performance for elements felt to be important within the curriculum as a whole or in specified modules. They also provide standards for basic competencies students should be able to demonstrate while engaging in learning.

The tools that have been developed are intended to be used as summative assessment tools. Depending on the way the classroom is organized, they may be used when the student has indicated he or she is ready for the final assessment or by the entire class at the end of the learning period.

Tools Generic to CTS

The generic rating scale has been used to develop several of the tools in CTS. A generic framework for assessing the processes CTS students apply in completing a task or project is included in this section. It is based on the notion that students will follow a process as they work through their projects and that this process has a number of sequential steps. The framework shows the increasing expectations from the introductory, to the intermediate, to the advanced level.

Some assessment tools, e.g., Presentations/ Reports are generic to CTS and have been included in this Section. In assessing MLEs at the introductory level, PRE100 would be used. Since the content portion of this tool must relate specifically to an MLE in a module, the tool has been adapted, labelled and included under Assessment Tools Specific to the Community Health strand, CMH, and to the module, e.g., CMH1010 (module number), and the tool number (within the module), e.g., CMH1010–1.

The Basic Competencies Reference Guide can be used directly as a checklist or as a guide to assess these competencies through other teacher-developed tools.

Tools Generic to Community Health

Certain concepts, such as scenario assessments, community resources, personal action plans and career explorations, are an integral part of the Community Health strand. Generic assessment tools are included to assess these concepts as consistently as possible with the expected standard increasing as the student progresses from introductory to advanced level modules. These tools are identified throughout the document by using the CMH (Community Health) with letters; e.g., SCN, CR, PAP, CAR.

A few of the generic tools include the skills developed in recommended sequences of modules. For example, the tool to assess skills developed in Home Care 1, 2 or 3 are identified on the tool CMHHCS and skills in Sports First Aid 1 and 2 are on the tool CMHSFACA.

Tools Specific to Community Health Modules

The tools that have been developed to assess specific MLEs in a module are labelled with the module number and the tool number (e.g., CMH1010–1). They are referred to under the criteria and conditions column in Sections D, E and F of this Guide.

In some instances where the tool suggested has been a test, a sample test or sample questions have been included. It is recommended that the instructor prepare appropriate test banks. Numerous assessment tools have been developed for module-specific presentation/reports, research and analysis.

Assessment materials currently being used may continue to be used if they assess the criteria and conditions for an MLE.

Suggested Emphasis for Assessment

The "Suggested Emphasis" column provides a guideline for the relative significance of each MLE to assist in organizing for instruction. The basic competencies are expected to be integrated throughout and therefore the tools have been designed to assess the relevant basic competencies and the task, skill, process and/or theory. The exception to this would be when a test bank is being used. In this case it is recommended that basic competencies be assessed separately.

BASIC COMPETENCIES REFERENCE GUIDE

The chart below outlines basic competencies that students endeavour to develop and enhance in each of the CTS strands and modules. Students' basic competencies should be assessed through observations involving the student, teacher(s), peers and others as they complete the requirements for each module. In general, there is a progression of task complexity and student initiative as outlined in the Developmental Framework*. **As students progress through Stages 1, 2, 3 and 4 of this reference guide, they build on the competencies gained in earlier stages**. Students leaving high school should set themselves a goal of being able to demonstrate Stage 3 performance.

Suggested strategies for classroom use include:

- having students rate themselves and each other
- using in reflective conversation between teacher and student
- highlighting areas of strength
- tracking growth in various CTS strands
- highlighting areas upon which to focus
- maintaining a student portfolio.

Stage 1— *The student:*	**Stage 2—** *The student:*	**Stage 3—** *The student:*	**Stage 4—** *The student:*
Managing Learning			
☐ comes to class prepared for learning	☐ → →	☐ → →	☐ → →
☐ follows basic instructions, as directed	☐ follows instructions, with limited direction	☐ follows detailed instructions on an independent basis	☐ → →
	☐ sets goals and establishes steps to achieve them, with direction	☐ sets clear goals and establishes steps to achieve them	☐ demonstrates self-direction in learning, goal setting and goal achievement
☐ acquires specialized knowledge, skills and attitudes	☐ applies specialized knowledge, skills and attitudes in practical situations	☐ transfers and applies specialized knowledge, skills and attitudes in a variety of situations	☐ transfers and applies learning in new situations; demonstrates commitment to lifelong learning
☐ identifies criteria for evaluating choices and making decisions	☐ identifies and applies a range of effective strategies for solving problems and making decisions	☐ uses a range of critical thinking skills to evaluate situations, solve problems and make decisions	☐ thinks critically and acts logically to evaluate situations, solve problems and make decisions
☐ uses a variety of learning strategies	☐ explores and uses a variety of learning strategies, with limited direction	☐ selects and uses effective learning strategies	☐ → →
		☐ cooperates with others in the effective use of learning strategies	☐ provides leadership in the effective use of learning strategies
Managing Resources			
☐ adheres to established timelines; uses time/schedules/planners effectively	☐ creates and adheres to timelines, with limited direction; uses time/schedules/planners effectively	☐ creates and adheres to detailed timelines on an independent basis; prioritizes task; uses time/schedules/planners effectively	☐ creates and adheres to detailed timelines; uses time/schedules/planners effectively; prioritizes tasks on a consistent basis
☐ uses information (material and human resources), as directed	☐ accesses and uses a range of relevant information (material and human resources), with limited direction	☐ accesses a range of information (material and human resources), and recognizes when additional resources are required	☐ uses a wide range of information (material and human resources) in order to support and enhance the basic requirement
☐ uses technology (facilities, equipment, supplies), as directed, to perform a task or provide a service	☐ uses technology (facilities, equipment, supplies), as appropriate, to perform a task or provide a service, with minimal assistance and supervision	☐ selects and uses appropriate technology (facilities, equipment, supplies) to perform a task or provide a service on an independent basis	☐ recognizes the monetary and intrinsic value of managing technology (facilities, equipment, supplies)
☐ maintains, stores and/or disposes of equipment and materials, as directed	☐ maintains, stores and/or disposes of equipment and materials, with limited assistance	☐ maintains, stores and/or disposes of equipment and materials on an independent basis	☐ demonstrates effective techniques for managing facilities, equipment and supplies
Problem Solving and Innovation			
☐ participates in problem solving as a process ☐ learns a range of problem-solving skills and approaches	☐ identifies the problem and selects an appropriate problem-solving approach, responding appropriately to specified goals and constraints	☐ thinks critically and acts logically in the context of problem solving	☐ identifies and resolves problems efficiently and effectively
☐ practices problem-solving skills by responding appropriately to a clearly defined problem, specified goals and constraints, by: – generating alternatives – evaluating alternatives – selecting appropriate alternative(s) – taking action	☐ applies problem-solving skills to a directed or a self-directed activity, by: – generating alternatives – evaluating alternatives – selecting appropriate alternative(s) – taking action	☐ transfers problem-solving skills to real-life situations, by generating new possibilities ☐ prepares implementation plans ☐ recognizes risks	☐ identifies and suggests new ideas to get the job done creatively, by: – combining ideas or information in new ways – making connections among seemingly unrelated ideas – seeking out opportunities in an active manner

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Stage 1— *The student:*	**Stage 2**— *The student:*	**Stage 3**— *The student:*	**Stage 4**— *The student:*
Communicating Effectively			
☐ uses communication skills; e.g., reading, writing, illustrating, speaking	☐ communicates thoughts, feelings and ideas to justify or challenge a position, using written, oral and/or visual means	☐ prepares and effectively presents accurate, concise, written, visual and/or oral reports providing reasoned arguments	☐ negotiates effectively, by working toward an agreement that may involve exchanging specific resources or resolving divergent interests
☐ uses language in appropriate context	☐ uses technical language appropriately	☐ encourages, persuades, convinces or otherwise motivates individuals	☐ negotiates and works toward a consensus
☐ listens to understand and learn	☐ listens and responds to understand and learn	☐ listens and responds to understand, learn and teach	☐ listens and responds to understand, learn, teach and evaluate
☐ demonstrates positive interpersonal skills in selected contexts	☐ demonstrates positive interpersonal skills in many contexts	☐ demonstrates positive interpersonal skills in most contexts	☐ promotes positive interpersonal skills among others
Working with Others			
☐ fulfills responsibility in a group project	☐ ——→——→	☐ seeks a team approach, as appropriate, based on group needs and benefits; e.g., idea potential, variety of strengths, sharing of workload	☐ leads, where appropriate, mobilizing the group for high performance
☐ works collaboratively in structured situations with peer members	☐ cooperates to achieve group results	☐ works in a team or group: – encourages and supports team members – helps others in a positive manner – provides leadership/ followership as required – negotiates and works toward consensus as required	☐ understands and works within the context of the group
☐ acknowledges the opinions and contributions of others in the group	☐ maintains a balance between speaking, listening and responding in group discussions ☐ respects the feelings and views of others		☐ prepares, validates and implements plans that reveal new possibilities
Demonstrating Responsibility			
Attendance			
☐ demonstrates responsibility in attendance, punctuality and task completion	☐ ——→——→	☐ ——→——→	☐ ——→——→
Safety			
☐ follows personal and environmental health and safety procedures	☐ recognizes and follows personal and environmental health and safety procedures	☐ establishes and follows personal and environmental health and safety procedures	☐ transfers and applies personal and environmental health and safety procedures to a variety of environments and situations
☐ identifies immediate hazards and their impact on self, others and the environment	☐ identifies immediate and potential hazards and their impact on self, others and the environment	☐ ——→——→	☐ ——→——→
☐ follows appropriate/emergency response procedures	☐ ——→——→	☐ ——→——→	☐ ——→——→
			☐ demonstrates accountability for actions taken to address immediate and potential hazards
Ethics			
☐ makes personal judgements about whether or not certain behaviours/actions are right or wrong	☐ assesses how personal judgements affect other peer members and/or family; e.g., home and school	☐ assesses the implications of personal/group actions within the broader community; e.g., workplace	☐ analyzes the implications of personal/group actions within the global context
			☐ states and defends a personal code of ethics as required

*** Developmental Framework**			
• *Simple task* • *Structured environment* • *Directed learning*	• *Task with limited variables* • *Less structured environment* • *Limited direction*	• *Task with multiple variables* • *Flexible environment* • *Self-directed learning, seeking assistance as required*	• *Complex task* • *Open environment* • *Self-directed/self-motivated*

GENERIC RATING SCALE

SCALE	**RUBRIC STATEMENT** **(included in assessment tool/statements in *italics* are optional)** ***The student:***	**IS TASK/ PROJECT COMPLETED?**	**PROBLEM SOLVING:** **STUDENT INITIATIVE VS TEACHER DIRECTION/ SUPPORT**	**USE OF TOOLS, MATERIALS, PROCESSES**	***STANDARDS OF QUALITY/ PRODUCTIVITY***	***TEAMWORK LEADERSHIP***	***SERVICE CLIENT/ CUSTOMER***
4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. *Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals. Analyzes and provides effective client/customer services beyond expectations.*	Exceeds defined outcomes.	Plans and solves problems effectively and creatively in a self-directed manner.	Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.	*Quality, particularly details and finishes, and productivity are consistent and exceed standards.*	*Leads others to contribute team goals.*	*Analyzes and provides effective client/customer services beyond expectations.*
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. *Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort. Analyzes and provides effective client/customer services.*	Meets defined outcomes.	Plans and solves problems in a self-directed manner.	Tools, materials and/or processes are selected and used efficiently and effectively.	*Quality and productivity are consistent.*	*Works cooperatively and contributes ideas and suggestions that enhance team effort.*	*Analyzes and provides effective client/customer services.*
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. *Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals. Identifies and provides customer/client services.*	Meets defined outcomes.	Plans and solves problems with limited assistance.	Tools, materials and/or processes are selected and used appropriately.	*Quality and productivity are reasonably consistent.*	*Works cooperatively to achieve team goals.*	*Identifies and provides customer/client services.*
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. *Quality and productivity are reasonably consistent. Works cooperatively. Provides a limited range of customer/client services.*	Meets defined outcomes.	Follows a guided plan of action.	A limited range of tools, materials and/or processes are used appropriately.	*Quality and productivity are reasonably consistent.*	*Works cooperatively.*	*Provides a limited range of customer/client services.*
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.	Has not completed defined outcomes.		Tools, materials and/or processes are used inappropriately.			

ASSESSMENT FRAMEWORK: ISSUE ANALYSIS CTSISS

INTRODUCTORY	INTERMEDIATE	ADVANCED
The student:	*The student:*	*The student:*
Preparation and Planning • accurately describes an issue on which people disagree • poses an important question regarding the issue • accesses basic in-school/community information sources regarding the issue • uses one or more information-gathering techniques	**Preparation and Planning** • accurately describes an issue on which people disagree, explaining areas of disagreement • poses one or more thoughtful questions regarding the issue • accesses a range of relevant in-school/community resources • uses a range of information-gathering techniques	**Preparation and Planning** • accurately describes an issue on which people disagree, explaining specific causes of disagreement • poses thoughtful questions regarding the issue • accesses a range of relevant information sources and recognizes when additional information is required • demonstrates resourcefulness in collecting data
Analyzing Perspectives • clarifies different points of view regarding the issue; *e.g., social, economic, environmental* • states a position on the issue and logical reasons for adopting that position • states an opposing position on the issue and logical reasons for adopting that position • identifies sources of conflict among different positions • distinguishes between fact and fiction/opinion/theory	**Analyzing Perspectives** • categorizes different points of view regarding the issue; *e.g., cultural, ethical, economic, environmental, health-related* • states a position on the issue and logical reasons for adopting that position • states two or more opposing positions on the issue and logical reasons for adopting each position • describes interrelationships among different perspectives/points of view • determines accuracy/currency/reliability of information and ideas	**Analyzing Perspectives** • categorizes different points of view regarding the issue; *e.g., cultural, ethical, economic, environmental, health-related, scientific, political* • states a position on the issue and insightful reasons for adopting that position • states three or more opposing positions on the issue and thoughtful reasons for adopting each position • analyzes interrelationships among different perspectives/points of view • recognizes underlying bias/assumptions/values in information and ideas
Collaboration and Teamwork • shares work appropriately among group members • respects the views of others	**Collaboration and Teamwork** • shares work appropriately among group members • respects and considers the views of others • negotiates solutions to problems	**Collaboration and Teamwork** • shares work appropriately among group members • respects and considers the views of others • negotiates with sensitivity solutions to problems
Evaluating Choices/Making Decisions • identifies useful alternatives regarding the issue • establishes criteria for assessing each alternative; *e.g., social, economic, environmental* • selects an appropriate alternative based on established criteria • reflects on strengths/weaknesses of decisions by considering consequences • communicates information in a logical sequence to justify choices/decisions made	**Evaluating Choices/Making Decisions** • identifies important and appropriate alternatives regarding the issue • establishes knowledge- and value-based criteria for assessing each alternative; *e.g., social, economic, environmental* • selects an appropriate alternative by showing differences among choices • assesses strengths/weaknesses of decisions by considering consequences • communicates ideas in a logical sequence with supporting detail to justify choices/decisions made	**Evaluating Choices/Making Decisions** • describes in detail important and appropriate alternatives regarding the issue • establishes knowledge- and value-based criteria for assessing each alternative; *e.g., social, economic, environmental* • selects an appropriate and useful alternative by showing differences among choices • assesses strengths/weaknesses of decisions by considering consequences and implications • communicates thoughts/feelings/ideas clearly to justify choices/decisions made

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ASSESSMENT FRAMEWORK: LAB INVESTIGATIONS

INTRODUCTORY	INTERMEDIATE	ADVANCED
The student:	*The student:*	*The student:*
Management • prepares self for task • organizes and works in an orderly manner • carries out instructions accurately • uses time effectively	**Management** • prepares self for task • organizes and works in an orderly manner • interprets and carries out instructions accurately • plans and uses time effectively • adheres to routine procedures	**Management** • prepares self for task • organizes and works in an orderly manner • interprets and carries out instructions accurately • plans and uses time effectively in a logical sequence • displays leadership in adhering to routine procedures • attempts to solve problems prior to requesting help
Teamwork • cooperates with group members • shares work appropriately among group members	**Teamwork** • cooperates with group members • shares work appropriately among group members • negotiates solutions to problems	**Teamwork** • cooperates with group members • shares work appropriately among group members • negotiates with sensitivity solutions to problems • displays effective communication skills
Use of Equipment and Materials • selects and uses appropriate equipment/materials • follows safe procedures/techniques • weighs and measures accurately • returns clean equipment/materials to storage areas	**Use of Equipment and Materials** • selects and uses appropriate equipment/materials • models safe procedures/techniques • weighs and measures accurately • practises proper sanitation procedures • minimizes waste of materials • advises of potential hazards and necessary repairs	**Use of Equipment and Materials** • selects and uses equipment/materials independently • demonstrates concern for safe procedures/techniques • weighs and measures accurately and efficiently • practises proper sanitation procedures • minimizes waste of materials • anticipates potential hazards and emergency response
Investigative Techniques • gathers and applies information from at least one source • makes predictions that can be tested • sets up and conducts experiments to test a prediction • distinguishes between manipulated/responding variables • obtains results that can be used to determine if some aspect of the prediction is accurate • summarizes important experimental outcomes	**Investigative Techniques** • gathers and applies information from a variety of sources • makes predictions that can be tested • plans, sets up and conducts experiments to test a prediction • identifies and explains manipulated/responding variables • obtains accurate results that confirm/reject the prediction • summarizes and applies experimental outcomes	**Investigative Techniques** • uses relevant information to explain observations • makes predictions that can be tested • plans, sets up and conducts experiments to test a prediction • analyzes relationships among manipulated/responding variables • obtains accurate results that confirm/reject prediction and answer related questions • summarizes, applies and evaluates experimental outcomes

ASSESSMENT FRAMEWORK: NEGOTIATION AND DEBATE CTSNEG

INTRODUCTORY	INTERMEDIATE	ADVANCED
The student:	*The student:*	*The student:*
Preparation and Planning	**Preparation and Planning**	**Preparation and Planning**
• accurately describes an issue on which people disagree	• accurately describes an issue on which people disagree, explaining areas of disagreement	• accurately describes an issue on which people disagree, explaining specific causes of disagreement
• poses an important question regarding the issue	• poses one or more thoughtful questions regarding the issue	• poses thoughtful questions regarding the issue
• accesses basic in-school/community information sources regarding the issue	• accesses a range of relevant in-school/community resources	• accesses a range of relevant information sources and recognizes when additional information is required
• uses one or more information-gathering techniques	• uses a range of information-gathering techniques	• demonstrates resourcefulness in collecting data
Analyzing Perspectives	**Analyzing Perspectives**	**Analyzing Perspectives**
• states a position on the issue and logical reasons for adopting that position	• states a position on the issue and logical reasons for adopting that position	• states a position on the issue and insightful reasons for adopting that position
• explains why the issue is important by presenting examples of possible consequences	• explains why the issue is important by presenting examples of possible consequences	• explains why the issue is important by presenting examples of possible consequences and implications
• clarifies different points of view regarding the issue; *e.g., social, economic, environmental*	• categorizes different points of view regarding the issue; *e.g., cultural, ethical, economic, environmental, health-related*	• categorizes different points of view regarding the issue; *e.g., cultural, ethical, economic, environmental, health-related, scientific, political*
• distinguishes between fact and fiction/opinion/theory	• determines accuracy/currency/reliability of information and ideas	• recognizes underlying bias/assumptions/values in information and ideas
Collaboration and Teamwork	**Collaboration and Teamwork**	**Collaboration and Teamwork**
• works with a range of peer members	• works with a range of peer members	• works with a wide range of peer members
• shares information/opinions/suggestions through group discussion	• shares information/opinions/suggestions, maintaining a balance between speaking and listening	• shares information/opinions/suggestions, maintaining a balance between speaking and listening
• listens to and respects the views of others	• listens to and respects the views of others, requesting clarification as necessary from other group members	• listens to and respects the views of others, requesting clarification as necessary from other group members
Negotiating and Debating	**Negotiating and Debating**	**Negotiating and Debating**
• presents a convincing argument in logical sequence supporting a position adopted on the issue	• presents a convincing argument in logical sequence supporting a position adopted, conveying points in order of importance	• presents a convincing argument in logical sequence supporting a position adopted, conveying points in order of importance and backing each with sound evidence
• provides a relevant response to opposing arguments	• provides a relevant and convincing response to opposing arguments	• provides a relevant and convincing rebuttal to opposing arguments
• speaks clearly so the argument can be understood	• speaks clearly without hesitation so the argument can be understood	• speaks clearly without hesitation so the argument can be understood by all listeners
• establishes a shared understanding of key alternatives and consequences relevant to the issue	• negotiates a shared agreement on preferred alternatives relevant to the issue	• negotiates a shared agreement on preferred alternatives by resolving divergent points of view

ASSESSMENT FRAMEWORK: PRESENTATIONS/REPORTS CTSPRE

INTRODUCTORY	INTERMEDIATE	ADVANCED
The student:	*The student:*	*The student:*
Preparation and Planning	**Preparation and Planning**	**Preparation and Planning**
• sets goals and follows instructions accurately	• sets goals and describes steps to achieve them	• sets goals and describes steps to achieve them
• responds to directed questions and follows necessary steps to find answers	• uses personal initiative to formulate questions and find answers	• uses personal initiative to formulate questions and find answers
• accesses basic in-school/community information sources	• accesses a range of relevant in-school/community resources	• accesses a range of relevant information sources and recognizes when additional information is required
• interprets and organizes information into a logical sequence	• interprets, organizes and combines information into a logical sequence	• interprets, organizes and combines information in creative and thoughtful ways
• records information accurately, using correct technical terms	• records information accurately with appropriate supporting detail and using correct technical terms	• records information accurately, using appropriate technical terms and supporting detail
• uses time effectively	• plans and uses time effectively	• plans and uses time effectively, prioritizing tasks on a consistent basis
	• gathers and responds to feedback regarding approach to task and project status	• assesses and refines approach to task and project status based on feedback and reflection
Presentation	**Presentation**	**Presentation**
• demonstrates effective use of at least one medium of communication: *e.g., Written: spelling, punctuation, grammar, basic format* *Oral: voice projection, body language* *Audio-visual: techniques, tools*	• demonstrates effective use of at least two communication media: *e.g., Written: spelling, punctuation, grammar, format (formal/informal)* *Oral: voice projection, body language, appearance* *Audio-visual: techniques, tools, clarity*	• demonstrates effective use of a variety of communication media: *e.g., Written: spelling, punctuation, grammar, format (formal/informal, technical/literary)* *Oral: voice projection, body language, appearance, enthusiasm, evidence of prior practice* *Audio-visual: techniques, tools, clarity, speed and pacing*
• uses correct grammatical convention and technical terms through proofreading/editing	• maintains acceptable grammatical and technical standards through proofreading and editing	• maintains acceptable grammatical and technical standards through proofreading and editing
• provides an introduction that describes the purpose of the project	• provides an introduction that describes the purpose and scope of the project	• provides an introduction that describes the purpose and scope of the project
• communicates information in a logical sequence	• communicates ideas into a logical sequence with sufficient supporting detail	• communicates thoughts/feelings/ideas clearly to justify or challenge a position
• states a conclusion based on a summary of facts	• states a conclusion by synthesizing the information gathered	• states a conclusion by analyzing and synthesizing the information gathered
• provides a reference list of three or more basic information sources	• provides a reference list that includes five or more relevant information sources	• gives evidence of adequate research through a reference list including seven or more relevant information sources

ASSESSMENT FRAMEWORK: RESEARCH PROCESS

CTSRES

INTRODUCTORY	INTERMEDIATE	ADVANCED
The student:	*The student:*	*The student:*
Preparation and Planning • sets goals and follows instructions accurately • adheres to established timelines • responds to directed questions and follows necessary steps to find answers • uses time effectively	**Preparation and Planning** • sets goals and establishes steps to achieve them • creates and adheres to useful timelines • uses personal initiative to formulate questions and find answers • plans and uses time effectively	**Preparation and Planning** • sets clear goals and establishes steps to achieve them • creates and adheres to detailed timelines • uses personal initiative to formulate questions and find answers • plans and uses time effectively, prioritizing tasks on a consistent basis
Information Gathering and Processing • accesses basic in-school/community information sources • uses one or more information-gathering techniques • interprets and organizes information in a logical sequence • records information accurately, using correct technical terms • distinguishes between fact and fiction/opinion/theory • responds to feedback when current approach is not working	**Information Gathering and Processing** • accesses a range of relevant in-school/community resources • uses a range of information-gathering techniques • interprets, organizes and combines information into a logical sequence • records information accurately with appropriate supporting detail and using correct technical terms • determines accuracy/currency/reliability of information sources • gathers and responds to feedback regarding approach to the task	**Information Gathering and Processing** • accesses a range of relevant information sources and recognizes when additional information is required • demonstrates resourcefulness in collecting data • interprets, organizes and combines information in creative and thoughtful ways • records information accurately with appropriate supporting detail and using correct technical terms • recognizes underlying bias/assumptions/values in information sources • assesses and refines approach to the task and project status based on feedback and reflection
Collaboration and Teamwork • cooperates with group members • shares work appropriately among group members	**Collaboration and Teamwork** • cooperates with group members • shares work appropriately among group members • negotiates solutions to problems	**Collaboration and Teamwork** • cooperates with group members • shares work appropriately among group members • negotiates with sensitivity solutions to problems • displays effective communication and leadership skills
Information Sharing • demonstrates effective use of one or more communication media; *e.g., written, oral, audio-visual* • communicates information in a logical sequence • uses correct grammatical convention and technical terms • cites three or more basic information sources	**Information Sharing** • demonstrates effective use of two or more communication media; *e.g., written, oral, audio-visual* • communicates ideas in a logical sequence with sufficient supporting detail • maintains acceptable grammatical and technical standards • cites five or more relevant information sources	**Information Sharing** • demonstrates effective use of a variety of communication media; *e.g., written, oral, audio-visual* • communicates thoughts/feelings/ideas clearly to justify or challenge a position • maintains acceptable grammatical and technical standards • gives evidence of adequate information gathering by citing seven or more relevant information sources

CAREER PROFILES **CMH–CAR**

Standard: three career profiles, all sections completed for each profile

Area of Career Exploration: ______________________________ **For Module:** ______________________________

Career Profile 1	**Career Profile 2**	**Career Profile 3**
JOB TITLE	**JOB TITLE**	**JOB TITLE**
Description (duties, working conditions)	Description (duties, working conditions)	Description (duties, working conditions)
Education qualifications	Education qualifications	Education qualifications
Employment/entrepreneurial opportunities	Employment/entrepreneurial opportunities	Employment/entrepreneurial opportunities
Advancement potential	Advancement potential	Advancement potential
Salary range and benefits	Salary range and benefits	Salary range and benefits
Would you enjoy this type of work? Why? Why not?	Would you enjoy this type of work? Why? Why not?	Would you enjoy this type of work? Why? Why not?
Reference used (book, interview, etc.)	Reference used (book, interview, etc.)	Reference used (book, interview, etc.)

COMMUNITY RESOURCE	**CMHCR**

STANDARD	Students working **at standard** must complete all sections of the chart. The rating scale on the bottom defines the levels of competencies and should be applied when assessing student performance. Standard required is stated in the module.

	Describe How They Meet:				
Resource	**Physical Need**	**Social Needs**	**Mental Needs**	**Advantages**	**Disadvantages**

OBSERVED CAREER	
Title:	
Duties	
Education Qualification	
Employment Opportunities	
Salary and Benefits	
Pros	
Cons	

Rating Scale

The student:

4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. *Leads others to contribute team goals.*
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. *Works cooperatively and contributes ideas and suggests that enhance team effort.*
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. *Works cooperatively to achieve team goals.*
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. *Works cooperatively.*
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

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DAY CARE PRACTICUM

CMH DCP

Task	Observation/Rating				
Planning and Preparing	4	3	2	1	0
Personal Skills	4	3	2	1	0
Equipment and Safety	4	3	2	1	0
Teamwork	4	3	2	1	0
Communication Skills	4	3	2	1	0

Rating Scale

The student:

4	demonstrates initiative that exceeds required techniques/skills.
3	consistently demonstrates all designated technique/skills, rarely needs prompting.
2	demonstrates all designated techniques/skills, occasionally needs prompting.
1	demonstrates most designated techniques/skills, frequently needs prompting.
0	does not demonstrate designated technique/skill.

COMMENTS/OBSERVATIONS:

(please use reverse side for any comments and/or observations)

The student:

Preparation and Planning

☐ prepares self for task
☐ adheres to established timelines
☐ follows established day-care routine procedures
☐ interprets and carries out instruction accurately
☐ plans, organizes and completes an activity with children

Personal Skills

☐ models a responsible and enthusiastic attitude
☐ shows initiative
☐ refrains from coercive attitudes to routines (shaming, forcing, blaming)
☐ recognizes and responds to children's feelings
☐ appropriately models curiosity, enthusiasm, playfulness, excitement and risk taking
☐ practises good supervision techniques
☐ guides children's actions by appropriate directions
☐ demonstrates respect for children, staff and parents
☐ respects confidentiality of children, parents and staff
☐ allows children enough time to understand and act independently on a requirement or expectation
☐ encourages children to assume a leadership role
☐ anticipates and prevents unacceptable behaviour
☐ recognizes when a child should not be disturbed

Equipment/Safety

☐ selects and uses appropriate equipment/materials
☐ models safe procedures/techniques
☐ practices proper sanitation procedures
☐ advises supervisors of potential hazards and necessary repairs

The student:

Equipment/Safety (continued)

☐ assists children to use equipment safely
☐ keeps traffic areas free from clutter
☐ knows emergency procedures in case of fire and/or accidents
☐ ____________________
☐ ____________________

Teamwork:

☐ works cooperatively as a member of the day care team
☐ demonstrates respect for children and adults at the day care
☐ reports observations to supervisor when necessary
☐ ____________________
☐ ____________________

Communication Skills

☐ places self at child's level to communicate
☐ models correct speech, appropriate language, appropriate techniques
☐ phrases requirements positively
☐ gains child's attention before giving directions
☐ carries on friendly, informal conversations with children
☐ responds to child through active listening and open ended questions
☐ uses appropriate non-verbal behaviours to reinforce verbal communication
☐ promotes appropriate language development of children
☐ ____________________
☐ ____________________

Would you consider this student employable?

Yes ________ No ________

Supervisor's Signature: ____________________

Date: ____________________

HOME CARE SKILLS	CMHHCS

STANDARD	Students working **at standard** must demonstrate the technique/skill requirements outlined in the checklists below. The rating scale on the right defines the levels of competencies and should be applied when assessing student performance. The standard performance rating is 3 on all techniques/skills.

TECHNIQUE REQUIREMENTS

The student:

describes or demonstrates personal care skills necessary

RATING	Home Care 1
____	☐ three environmental adaptations
____	☐ three equipment adaptations
____	☐ three aseptic techniques
____	☐ takes and records vital signs
____	☐ applications of hot and cold treatments (dry and moist)
____	☐ application of simple sterile dressings
____	☐ proper body mechanics
____	☐ a technique to promote healthy skin

RATING	Home Care 2
____	☐ prepare clear and concise verbal and written reports
____	☐ bed bath, tub or shower
____	☐ mouth care (dentures, others)
____	☐ skin care (shaving, massage, foot, nail and hair care)
____	☐ bowel/bladder elimination (bedpan, urinal, commode)
____	☐ feeding
____	☐ dressing a client
____	☐ positioning to prevent skin breakdown
____	☐ range of motion exercises
____	☐ transferring a patient
____	☐ bed making (closed, open, occupied), accessory bed devices
____	☐ cast care
____	☐ aids or prostheses

Home Care 3

RATING	
____	☐ bedridden or non-ambulatory individuals
____	☐ prevention of pressure areas
____	☐ maintenance of adequate lung function
____	☐ maintenance of adequate circulation
____	☐ individuals with prostheses
____	☐ use of hearing and visual aids
____	☐ limbs, braces, splints
____	☐ assistance with ambulation (crutches, walkers, wheelchairs, etc.)
____	☐ individuals with specific respiratory needs
____	☐ use of supplemental oxygen
____	☐ use of steam inhalation, cold vaporizers

RATING	
____	☐ individuals with incontinence and elimination needs
____	☐ recording intake and output
____	☐ catheter care (urinary drainage devices)
____	☐ ostomy care
____	☐ suppositories, enemas
____	☐ individuals requiring diagnostic tests
____	☐ collecting urine, stool and sputum samples
____	☐ home glucometer testing
____	☐ understand results of urine and blood tests
____	☐ home preparation for X-rays, blood tests
____	☐ supervision of medications
____	☐ five rights
____	☐ routes
____	☐ types
____	☐ observing and reporting side-effects and degree of tolerance

Rating Scale

The student:

4	demonstrates initiative that exceeds required techniques/skills.
3	consistently demonstrates all designated techniques/skills, rarely needs prompting.
2	demonstrates all designated techniques/skills, occasionally needs prompting.
1	demonstrates most designated techniques/skills, frequently needs prompting.
0	does not demonstrate designated techniques/skill.

PERSONAL ACTION PLAN — CMH–PAP

STANDARD	Students working **at standard** must demonstrate the requirements outlined below. The columns to the left of the checklists indicate the minimum rating for *at standard* performance for introductory, intermediate and advanced level modules. The rating scale on the right defines the levels of competencies and should be applied when assessing student performance.

Rating	Intro.	Interm.	Advanced	*The student:*
______	1	2	3	**Focus Area:** • determines the area for a personal action plan • assess present strengths within the area of focus • identifies personal concerns
______	1	2	3	**Goals:** • sets realistic short- and long-term goals, specifying timelines • sets realistic long-term goals
______	1	2	3	**Action Plan:** • describes immediate plans for action to meet goals • describes an ongoing plan of action to maintain goals
______	1	2	3	**Resources:** • identifies a range of resources (material and human) in order to improve and enhance goals
______	1	2	3	**Rewards:** • analyzes the benefits (short and long term) of reaching and maintaining the goals
______	1	2	3	**Implications:** • assesses the implications of actions on self, family, community and career (lifestyles) as applicable

Rating Scale

The student:

4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

Comments

STANDARD:	Students working at **standard** must complete the portfolio as outlined. The rating scale on the right defines the level of competencies and should be applied when assessing student competencies. Standard performance rating is 2.

Competency, Credential, Achievement
☐ Title/Cover Page • impact • clarity • readability ☐ Résumé • format/presentation • skills/activities summary (present competencies) • references (including names, addresses, phone and fax numbers) • co-curricular activities/hobbies ☐ Placement Investigation • effort • interpersonal interactions • resources management • health and safety ☐ Employability Plan (explain how volunteer positions help career goals) • career path indicated • career goals indicated: – short term – long term ☐ Letters of Introduction • to prospective beneficiaries: – format/presentation – readability – impact

Competency, Credential, Achievement
☐ Volunteer activities description ☐ Career Specific Competencies • Position: ____________________ • Duties and Expectations: – ________________________ – ________________________ – ________________________ ☐ Placement Assessment ☐ Personal action plan for assessing and improving competencies

STANDARD IS 2
IN EACH APPLICABLE TASK

Rating Scale

The student:

4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

SCENARIOS	**CMH–SCN**

STANDARD	Students working **at standard** must demonstrate the requirements outlined below. The columns to the left of the checklists indicate the minimum rating for *at standard* performance for introductory, intermediate and advanced level modules. The rating scale on the right defines the levels of competencies and should be applied when assessing student performance.

Rating	Minimum Standard (Intro Level)	Minimum Standard (Inter.Level)	Minimum Standard (Adv. Level)	Scenarios
______	1	2	3	**Situation: (Scenario)** • identify the relevant facts: who, what, where, when, why
______	1	2	3	**Issues:** • state the issue(s) or describe the problem(s) to be solved
______	1	2	3	**Solutions/Plans of Action:** • identifies possible solutions • outlines the first step(s) necessary to resolve the situation • outlines the rationale supporting the action
______	1	2	3	**Evaluating Choices/Making Decisions:** • identifies further steps necessary to resolve the situation • assesses strengths/weaknesses of decisions by considering consequences and implications
______	1	2	3	**Collaboration and Teamwork:** • works cooperatively and contributes ideas and suggestions that enhance team effort

Rating Scale
The student:

4	demonstrates a thorough understanding of the situation. Problems are solved independently in effective, creative ways. Conclusion is based on analysis of data and supported with sufficient detail. *Leads others to contribute team goals.*
3	demonstrates an understanding of the situation. Problems are solved effectively in a self-directed manner. Conclusion is based on analysis of data and supported with some detail. *Works cooperatively and contributes ideas and suggestions that enhance team effort.*
2	demonstrates partial understanding of the situation. Attempts to use a problem-solving strategy with guidance. Conclusion recommends a minimum of solutions. *Works cooperatively to achieve team goals.*
1	demonstrates some understanding of the situation. Attempts a response but conclusion is general and not supported. *Works cooperatively.*
0	fails to understand the situation or attempt a response.
N/A	Not applicable.

Comments:

SPORTS FIRST AID SKILLS ASSESSMENT — CMHSFASA

STANDARD Students working **at standard** must demonstrate the technique/skill requirements outlined in the checklists below. The rating scale on the right defines the levels of competencies and should be applied when assessing student performance. The standard performance rating is 3 on all techniques/skills.

TECHNIQUE REQUIREMENTS

The student:

describes or demonstrates

RATING — **Sports First Aid 1**

- ____ ☐ assessment of an injured athlete
  - primary scan (ABCC)
  - secondary scan
- ____ ☐ assessment and treatment of the following athletic first aid emergencies:
  - obstructed airway
  - respiratory arrest
  - cardiac arrest
  - shock
  - severe bleeding
  - neck or back injury
  - wounds (blisters, abrasions, lacerations)
  - infections
  - side stitch
  - testicular trauma
  - black eye
  - object in eye
  - nose bleed
  - teeth injuries
  - heat cramps, heat exhaustion, heat stroke
  - hypothermia
  - frost bite
- ____ ☐ demonstrates basic treatment, R.I.C.E.
- ____ ☐ cloth wrap-technique
- ____ ☐ closed ankle technique
- ____ ☐ alternate heal lock technique
- ____ ☐ thumb hyperextension
- ____ ☐ triangular bandage

RATING — **Sports First Aid 2**

- ____ ☐ criteria that would indicate that medical referral is necessary
- ____ ☐ first aid for:
  - sprain/strain
  - possible fracture
  - open wounds
  - dislocation
  - breathing emergencies
  - head injuries
- ____ ☐ recognition and treatment of inflammation
- ____ ☐ joint movement exercises
- ____ ☐ strengthening exercises
- ☐ taping for:
  - ☐ thumb
  - ☐ knee
  - ☐ shoulder
  - ☐ finger
  - ☐ specified sport injury
  - ☐ specified sport injury

Rating Scale

The student:

4	demonstrates initiative that exceeds required techniques/ skills.
3	consistently demonstrates all designated techniques/skills, rarely needs prompting.
2	demonstrates all designated techniques/skills, occasionally needs prompting.
1	demonstrates most designated techniques/skills, frequently needs prompting.
0	does not demonstrate designated techniques/skill.

ILLUSTRATIVE EXAMPLE: SCENARIO
CMH3050: DAY CARE 2

SCENARIO	You are preparing and serving lunch for your three-year-old group. Lara, the oldest child in your group says "Let me pour my milk. I can do it." Several others say "Me, to. I want to." It becomes very noisy and children start banging empty glasses.

ISSUES	SOLUTIONS, PLANS OF ACTION			CONCLUSION/FOLLOW-UP	
	Possible Solution	**Priority**	**Rationale**	**Further Steps**	**Anticipated Outcome**
1. Pouring the milk.	1. Get a small pitcher and allow child to pour 2. Continue pouring. Tell child "Next time"	Allowing children to do things they are capable of	A three-year old can pour from one glass to another	In water play tomorrow use glasses and pitchers to have every one practise	They will be able to pour from pitcher to glass
1. Noise level.	1. Stop serving until they quiet down 2. Send them away from table 3. Ask them to be quiet so you can hear them	Get the noise level down	It will make lunch time chaotic if the noise continues	Explain that today Lara can pour and that everyone will get a chance this week. We'll put names on charts as helpers	With practice at water play most of the group will have developed the skill

Rating Scale	
4	demonstrates a thorough understanding of the situation. Problems are solved independently in effective, creative ways. Conclusion is based on analysis of data and supported with sufficient detail.
3	demonstrates an understanding of the situation. Problems are solved effectively in a self-directed manner. Conclusion is based on analysis of data and supported with some detail.
2	demonstrates partial understanding of the situation. Attempts to use a problem-solving strategy with guidance. Conclusion recommends a minimum of solutions.
1	demonstrates some understanding of the situation. Attempts a response but conclusion is general and not supported.
0	fails to understand the situation or attempt a response.
N/A	Not applicable.

ILLUSTRATIVE EXAMPLE: SCENARIO; MODULE: CMH3090: NERVOUS/ENDOCRINE SYSTEMS

SCENARIO	1. Female falls eight feet. Conscious, moaning and crying, tingling in legs and feet, back pain, cut on head. 2. Elderly neighbour collapses, semiconscious, cannot speak clearly, drooping on left side of face, starts to vomit.

ISSUES	**SOLUTIONS, PLANS OF ACTION**			**CONCLUSION/FOLLOW-UP**	
	Possible Solution	**Priority**	**Rationale**	**Further Steps**	**Anticipated Outcome**
1. *Should I become involved.* Possible spinal injury, broken bones, head injury. There is bleeding from the laceration. What made her fall? Are there hazards? Possibility of internal injuries, shock, pain.	Give first aid. Try to prevent further damage until medical help arrives	1. Check hazards – make sure ladder is secured 2. Immediately immobilize victim – get bystander to hold neck and head still 3. Have some one call 911	1. Do not want another accident 2. Normally, ABCs are first priority but you know she's breathing because she is crying so preventing further injury becomes priority 3. Will need medical assessment for injuries	• stop bleeding with gently pressure • reassure victim to help reduce shock • keep victim warm • quick assessment for other injuries • continue to monitor breathing, level of consciousness • report incident to see if it could be prevented	• prevent loss of life • prevent or minimize spinal cord damage • reduce pain until help arrives • full recovery • prevention of similar accidents
2. *Should I become involved.* Symptoms of possible stroke. • head injury owing to fall • level of consciousness a concern • could there be other causes (e.g., heart attack, diabetic coma, drugs, alcohol, epilepsy) • other hazards • shock • vomiting may block airway	Give first aid. Maintain life, prevent further injury until medical help arrives	1. assess and call 911 2. check for hazards 3. use log roll to move victim onto his side and clear vomit from mouth	1. Because victim is not fully conscious he needs medical attention 2. Do not want any other injuries 3. Although you can tell the victim is breathing because he is making sounds, he may not be able to clear airway because he is not fully conscious *This is a case when the victim must be moved.*	• continue to monitor breathing • rescue breathing if necessary • look for other injuries that may need treatment • check for medical alert bracelet • treat for shock • monitor until help arrives	• prevent loss of life or further injuries • hopefully victim will recover fully

Rating Scale	**PERFORMANCE RATING OF 3**
4	demonstrates a thorough understanding of the situation. Problems are solved independently in effective, creative ways. Conclusion is based on analysis of data and supported with sufficient detail.
3	demonstrates an understanding of the situation. Problems are solved effectively in a self-directed manner. Conclusion is based on analysis of data and supported with some detail.
2	demonstrates partial understanding of the situation. Attempts to use a problem-solving strategy with guidance. Conclusion recommends a minimum of solutions.
1	demonstrates some understanding of the situation. Attempts a response but conclusion is general and not supported.
0	fails to understand the situation or attempt a response.
N/A	Not applicable.

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ILLUSTRATIVE EXAMPLE: SCENARIO ASSESSMENT WORKSHEET
MODULE: CMH3120 - FIRST AID/CPR FOR CHILDREN

SCENARIO	You are babysitting a toddler in your home. You leave the toddler in the living room while you answer the phone. When you come back his is eating leaves from a plant and has spit some out.

ISSUES	SOLUTIONS, PLANS OF ACTION			CONCLUSION/FOLLOW-UP	
	Possible Solution	**Priority**	**Rationale**	**Further Steps**	**Anticipated Outcome**
Is the plant poisonous? Has he already swallowed some?	1. Clean mouth 2. Pump stomach 3. Poison Control	1. Clean his mouth out 2. Call the Poison Control 1-800-267-6351	It is important to get out the plant material that's there	• follow suggestions of Poison Control • contact parent • get rid of plant	• child will be fine

Rating Scale	
4	demonstrates a thorough understanding of the situation. Problems are solved independently in effective, creative ways. Conclusion is based on analysis of data and supported with sufficient detail.
3	demonstrates an understanding of the situation. Problems are solved effectively in a self-directed manner. Conclusion is based on analysis of data and supported with some detail.
2	demonstrates partial understanding of the situation. Attempts to use a problem-solving strategy with guidance. Conclusion recommends a minimum of solutions.
1	demonstrates some understanding of the situation. Attempts a response but conclusion is general and not supported.
0	fails to understand the situation or attempt a response.
N/A	Not applicable.

ILLUSTRATIVE EXAMPLE: PERSONAL ACTION PLAN
MODULE: CMH1010: FAMILY DYNAMICS

FOCUS AREA(S) Strengths & Concerns	GOALS		ACTION PLAN	RESOURCES	REWARDS
	Short	Long			
1. Nonsmoker	• continue to be a nonsmoker	• lifelong nonsmoker	1. Don't hang out at the convenience store or in the school yard where the smokers are 2. Friends will be nonsmokers	• family • friends • myself	• healthy lungs • more stamina • more money for other things
2. No physical exercise except for Phys Ed class	• take swimming lessons • play volleyball in intramurals at school	• follow through with swimming to life-saving • one intramural activity per term to be able to be physically active	1. Register for swimming lessons 2. Sign up for intramural volleyball 3. Commitment to learn skills in Phys Ed classes 4. Practise	• friends • intramural coach • family	• physically fit • parents pleased • socially accepted by peers

IMPLICATIONS: How will your decision impact:	
1	Self (costs, time) – I will have to schedule the swimming lessons and sign up for intramurals
2	Family – parents will be pleased because they think I spend too much time watching television, playing video games
3	Community – involved in swimming
4	Career (lifestyles) – I'll be in better shape; part-time job at the pool

ILLUSTRATIVE EXAMPLE: PERSONAL ACTION PLAN
MODULE: CMH2100 - MUSCULOSKELETAL

FOCUS AREA(S) Strengths & Concerns	GOALS		ACTION PLAN	RESOURCES	REWARDS
	Short	Long			
1. Physically active	• continue present exercise program three times weekly	• maintain present level of exercise • start golfing	1. running three times a week – 5 km 2. swimming 20 laps twice a week 3. Phys Ed Intramural program 4. take golf lessons	• school • pool/community • clubs	• relieve stress • good figure • weight control • reduce illness • improve self-esteem • new friends
2. Dislike milk	• find food alternatives • research	• calcium supplements	5. try to find, adapt to new foods/yogurt, cheeses, tofu, bean curd	• nutrition courses • Foods/Health teacher • health food store	• develop new tastes • may go to new eating establishments • strong muscles – reduce muscle cramps

IMPLICATIONS: How will your decision impact:	
1	Self (costs, time) – active lifestyle – physically fit – feel like an individual who contributes to society
2	Family – more involved with active family happenings
3	Community – less stress on health care system – participate more – increased socialization
4	Career (lifestyles) – many leisure options open – able to volunteer

ILLUSTRATIVE EXAMPLE: PERSONAL ACTION PLAN
MODULE: CMH3030: AGING

FOCUS AREA(S) Strengths & Concerns	GOALS		ACTION PLAN	RESOURCES	REWARDS
	Short	Long			
1. Already physically active.	• continue with exercise program (walk 2 km every second day)	• plan to join a fitness club - work out at the gym	1. Walk back and forth to school every day 2. Join the track club 3. Plan to join the fitness club when entering university	• personal time • money to pay club dues • university gymnasium equipment • track club equipment • skills and training of coaches	• better physical health now and in the future • develop good habits • better figure • sleep better/feel better
2. Prevention of osteoporosis when aging.	• increase milk and dairy product consumption. Drink three glasses of milk every day – one with each meal and cheese or ice cream as a snack	• follow *Canada's Food Guide to Healthy Eating* carefully to consume the calcium requirements • maintain exercise at a fitness centre • access hormone shots if needed as I approach menopause	1. Get a copy of *Canada's Food Guide to Healthy Eating* – plan diet to maintain good calcium levels 2. Regular physical medical check-ups 3. Join fitness club and attend/work out regularly 4. Walk or bike whenever possible, rather than driving 5. Volunteer at a Senior Citizen Centre or at a camp working with others.	• community health centre • hospital • nutritionist (district home economist • money • time • friends	• feel better • age better • look great

IMPLICATIONS: How will your decision impact: Preparation for Healthy Aging	
1	Self (costs, time) – I'll feel better. It will cost a bit of money and time, but my energy level will be high.
2	Family – my family will eat better, will have a good example of a sound exercise program. We will spend more time on active living activities together, e.g., skiing, golfing.
3	Community – fitness clubs and gymnasiums will maintain membership. Volunteer at a children's camp/senior lodge.
4	Career (lifestyles) – physical fitness/active living lifestyle – volunteerism, perhaps work as a coach for a minor soccer or ball team, perhaps as an instructor at an Aerobics Centre for seniors.

PRESENTATIONS/REPORTS: FAMILIES—PAST, PRESENT AND FUTURE CMH1010–1

TASK	OBSERVATION/RATING
Preparation and Planning	4 3 2 1 0 N/A
Content	4 3 2 1 0 N/A
Presenting/Reporting	4 3 2 1 0 N/A
Teamwork	4 3 2 1 0 N/A

STANDARD IS 1 IN EACH CATEGORY

Rating Scale *(italicized statements are optional)*

The student:

4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. *Leads others to contribute team goals.*
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. *Works cooperatively and contributes ideas and suggestions that enhance team effort.*
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. *Works cooperative to achieve team goals.*
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. *Works cooperatively.*
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

TASK CHECKLIST

The student:

Preparation and Planning

- ☐ sets goals and follows instructions accurately
- ☐ responds to directed questions and follows necessary steps to find answers
- ☐ accesses basic in-school/community information sources
- ☐ interprets and organizes information into a logical sequence
- ☐ records information accurately using correct technical terms
- ☐ uses time effectively

Content

- ☐ compares families in an historical time period to his or her family today:
  - – family structure
  - – roles and responsibilities of family members
  - – family traditions
  - – decision making and authority patterns
  - – family functions
- ☐ predicts the effect of current trends on the family of the future

Presenting/Reporting

- ☐ demonstrates effective use of one or more communication media
  e.g., Written: spelling, punctuation, grammar basic format
  Oral: voice projection, body language
  Audio-visual: techniques, tools
- ☐ uses correct grammatical convention and technical terms through proofreading/editing
- ☐ provides an introduction that describes the purpose of the project
- ☐ communicates information in a logical sequence
- ☐ states a conclusion based on a summary of facts
- ☐ provide a reference list of three or more basic information sources

Collaboration and Teamwork

- ☐ shares work appropriately among group members
- ☐ respects the views of others
- ☐ negotiates solutions to problems.

COMMENTS

CONFLICT RESOLUTION CMH1010–2

TASK	OBSERVATION/RATING					
Awareness	4	3	2	1	0	N/A
Analyzing Perspectives	4	3	2	1	0	N/A
Negotiating and Debate	4	3	2	1	0	N/A
Recommended Action/Follow-up	4	3	2	1	0	N/A

Comments:

TASK CHECKLIST

The student:

Awareness

- ☐ accurately describes an issue that can cause family conflict
- ☐ poses an important question regarding the issue

Analyzing Perspectives:
Setting Limits/Argument

- ☐ states a position on the issue and logical reasons for adopting that position
- ☐ explains why the issue is important by presenting examples of possible consequences
- ☐ clarifies different points of view regarding the issue: *e.g., social, economic, environmental*

Negotiating and Debate/Communication Skills

- ☐ presents a convincing argument in logical sequence supporting a position adopted on the issue
- ☐ provides a relevant response to opposing arguments
- ☐ speaks clearly so the argument can be understood
- ☐ establishes a shared understanding of key alternatives and consequences relevant to the issue
- ☐ demonstrates effective communication skills:
  - – listens and responds to understand and learn

Recommended Action/Follow-up

- ☐ recommends a plan of action to solve the conflict
- ☐ identifies community/in-school resources if required

STANDARD IS 2 IN EACH APPLICABLE TASK

Rating Scale

The student:

4	demonstrates a thorough understanding of the situation. Problems are solved independently in effective, creative ways. Conclusion is based on analysis of data and supported with sufficient detail.
3	demonstrates an understanding of the situation. Problems are solved effectively in a self-directed manner. Conclusion is based on analysis of data and supported with some detail.
2	demonstrates partial understanding of the situation. Attempts to use a problem-solving strategy with guidance. Conclusion recommends a minimum of solutions.
1	demonstrates some understanding of the situation. Attempts a response but conclusion is general and not supported.
0	fails to understand the situation or attempt a response.
N/A	Not applicable.

CONFLICT RESOLUTION: ILLUSTRATIVE EXAMPLE CMH1010–3

Note: Use Tool CMH1010–2 to assess student competency.

Scenario	Awareness	Setting Limits	Argument	Negotiation	Follow-up
1. Teen wants to stay home and work and not go with family on holidays.	*Day before departure student announces he or she has a job and can't go on holiday.*	*Parents and teen agree to discuss issue, not unrelated issues.*	*Both parties state their point of view (reasons for their position).*	*Parents agree to let teen stay home if he or she will live with his or her aunt.*	*Contact with teen by parents while on holiday.*
2. Parents disagree with Grade 8 girl going to high school dance with a Grade 11 boy.	*Daughter announces her date the day previous to the event.*	*Only the matter of the date for the dance will be discussed.*	*Both parties listen to each other's arguments.*	*Parents agree to let her go to the dance if she 'double dates' with her older brother.*	*Parents have follow-up discussion with daughter after the dance.*
3. Teen complaining he doesn't fit in at school because he doesn't wear "designer label" clothing. Parents cannot afford the expense.	*Problem has been building for couple of years.*	*Agree to keep discussion to topic of clothes.*	*Both sides present their arguments for buying and not buying expensive clothing.*	*Parents will only spend a set amount for clothing. If teen wants something different, he or she must pay the difference.*	*Teen finds a part-time job to help pay clothing expenses.*

PRESENTATIONS/REPORTS: HEALTH SUMMARY CMH1010–4

TASK	OBSERVATION/RATING					
Preparation and Planning	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Presenting/Reporting	4	3	2	1	0	N/A

STANDARD IS 1 IN EACH APPLICABLE TASK

Rating Scale

The student:

4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

TASK CHECKLIST

The student:

Preparation and Planning

☐ sets goals and follows instructions accurately
☐ responds to directed questions and follows necessary steps to find answers
☐ accesses basic in-school/community information sources
☐ interprets and organizes information into a logical sequence
☐ records information accurately using correct technical terms
☐ uses time effectively

Content

☐ reports on a health history that includes as many of the following as possible:
- immunization records
- medical conditions
- childhood diseases
- hospitalization
- surgery (elective/required)
- inherited diseases
- predisposition to health problems

☐ ______________________________
____

Presenting/Reporting

☐ demonstrates effective use of one or more communication media:
e.g., Written: spelling, punctuation, grammar basic format
Oral: voice projection, body language
Audio-visual: techniques, tools
☐ uses correct grammatical convention and technical terms through proofreading/editing
☐ provides an introduction that describes the purpose of the project
☐ communicates information in a logical sequence
☐ states a conclusion based on a summary of facts
☐ provides a reference list of three or more basic information sources.

COMMENTS

CAREER CHOICES ASSESSMENT GUIDE CMH1010–5

Using the CTS definition of *Careers*, describe three personal life choices you have made and how these influence yourself and others.

Choice	Influence	Today	Future
1.	Self		
	Family		
	Friends		
	School/ Community		
2.	Self		
	Family		
	Friends		
	School/ Community		
3.	Self		
	Family		
	Friends		
	School/ Community		

Summary Comments (include who or what has made an impact on your choices)

STANDARD IS 1 IN EACH APPLICABLE TASK

Rating Scale

The student:

4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

COMMENTS

CAREER CHOICES: ILLUSTRATIVE EXAMPLE

CMH1010–6

Sample for CMH1010–5

CHOICE	INFLUENCE	TODAY	FUTURE
20 hours per week part-time job	**SELF**	*Extra income*	*Buy car, save tuition for college*
	FAMILY	*Less time at home on weekends and evenings*	*Possibly relieves financial hardship as student helps with expenses throughout school*
	FRIENDS	*Go to movies, buy gifts for friends*	*Available resources to take advantage of social opportunities, e.g., travel*
	SCHOOL/COMMUNITY	*Less time to spend on studies and extra-curricular activities*	*Employability skills developed – a productive citizen*

CHILD CARE WORKSHEET CMH1040-1

Suggested Responses in italics following question.

STANDARD: Respond to a minimum standard of 1 on the rating scale

1. As a babysitter, you are running a small business. List at least four steps to make is successful
    - *reference checks*
    - *gathering information*
    - *transportation*
    - *wage.*

2. List six rights and responsibilities of a babysitter
    - *keep the children safe and secure*
    - *pay attention to the children and be patient*
    - *feed and comfort them*
    - *be courteous and responsible, prompt*
    - *know/follow emergency procedures*
    - *how much you will be paid.*

3. List six rights and responsibilities of the employers
    - *give tour of house*
    - *introduce you to child and the pets*
    - *fill out an information sheet with numbers where they can be reached and emergency numbers*
    - *give information about children's routines, special needs*
    - *arrange travel to and from work*
    - *right to reliable babysitter*
    - *right to privacy.*

4. Name at least three things you can do to ensure personal safety
    - *phone parents as you leave for home*
    - *do not accept a ride home if you suspect the employer has been drinking*
    - *don't reveal that your employer is out of the house for phone calls*
    - *do not open the door to strangers.*
    -

5. List two rights of the babysitter's parents
    - *know where you are, who you are babysitting for, what time you'll be home, how you will be getting home.*

6. It is the babysitter's responsibility to keep the children safe and secure
    a) List four ways to prevent falls
        - *carry child securely*
        - *use safety straps on high chairs and strollers*
        - *pick up toys on floor*
        - *supervise children on play structures*

    b) List three ways to prevent street accidents
        - *supervise outdoors*
        - *hold hand to cross street*
        - *be wary of animals*

    c) Other safety questions should deal with such examples as poisoning, drowning, burning, choking, smothering.

7. Describe a personal care experience.

Rating Scale

The student:

4	meets project/task objectives in a self-directed manner. Provides explanations and critical judgements based on a superior knowledge base. Demonstrates an understanding of relevant concepts and related issues.
3	meets project/task objectives in a self-directed manner. Provides explanations and comparisons of relevant concepts using precise terminology. Requires little or no prompting.
2	meets project/task objectives with limited assistance in planning and in selecting and using resources. Applies correct terminology. Requires occasional prompting.
1	completes task as directed, demonstrating basic skills/completeness by following a guided course of action. Uses simple recall to demonstrate basic knowledge of concepts. Requires prompting.
0	does not complete task, or is unable to provide a suitable response.
N/A	not applicable.

CHILD CARE SKILLS CHECKLIST

CMH1040–2

STANDARD	Students working **at standard** must demonstrate each skill outlined in the checklists below. The columns to the left of the checklists indicate the minimum rating for *at standard* performance. The rating scale on the right defines the levels of competencies and should be applied when assessing student performance.

Minimum Standard	SKILLS REQUIREMENTS
	The student
3	***Infant Care Skills*** *demonstrates how to:* ____ ☐ pick up a baby ____ ☐ hold and carry a baby ____ ☐ feed a baby ____ ☐ change a diaper ____ ☐ put a baby to bed
1	***Nutrition*** ____ ☐ prepare and present food suitable for a child in a specified age group
1	***Play*** ____ ☐ identify three safe and appropriate toys, activities or equipment for babies, toddlers and preschoolers
3	***First Aid Skills*** *demonstrates/describes first aid skills for:* ____ ☐ infant and child not breathing ____ ☐ choking infant and child ____ ☐ wounds and bleeding ____ ☐ bruises ____ ☐ bump on head ____ ☐ neck or back injuries ____ ☐ burns ____ ☐ poisoning ____ ☐ animal or human bites ____ ☐ eye injuries ____ ☐ fever convulsions.

Rating Scale

The student:

4	demonstrates initiative that exceeds required techniques/skills.
3	consistently demonstrates all designated technique/skills, rarely needs prompting.
2	demonstrates all designated techniques/skills, occasionally needs prompting.
1	demonstrates most designated techniques/skills, frequently needs prompting.
0	does not demonstrate designated technique/skill.

COMMENTS

Note: Use Tool CMHSCN to assess student competency

SCENARIO
Behavioural Problems:
Ron (4 years old) and John (2 years old) start to fight. They are running around, slapping, hitting and kicking each other.
Two hours after you put baby Megan to bed, she wakes crying.
Tyler insists on going outside to play but his parents have asked you to keep him inside. He falls on the floor screaming and kicking. He holds his breath and turns blue.
Emergency Situations:
You are babysitting, the children are asleep and you suddenly smell smoke and hear the crackling of flames.
Cam, the two-year-old child you are babysitting, locks himself in the bathroom.

SAMPLE BABYSITTING TEST QUESTIONS CMH1040–4

1. Which of the following must parents tell you before they leave the house?
   a) the emergency phone numbers
   b) dangerous areas of the house
   [✓ c)] both a and b

2. When babysitting, you have the right to:
   a) have friends over
   b) do your homework
   [✓ c)] refuse a ride home with a parent who is drunk

3. A nine-year-old is telling you that he doesn't like you and doesn't need a babysitter anyway. You should:
   a) send him to his room to think over why he's being disrespectful
   b) tell him that you're going to have to report his attitude to his parents, unless he changes
   [✓ c)] tell him you'd like to plan an activity that he'd enjoy doing; ask him to help you plan it.

4. If the telephone rings while you are bathing a three-year-old, you should:
   [✓ a)] ignore the ringing and stay with child
   b) ask the child to play quietly while you answer the phone
   c) run to the phone, keep your conversation to less than 30 seconds, run back to the child.

5. How should you treat a child who is shy when she first meets you?
   a) ignore her until she comes to you
   [✓ b)] speak in a friendly way; be patient until she comes to you.
   c) give her several hugs.

6. The first thing to do if a child cuts himself badly with scissors is:
   a) call the parents
   [✓ b)] put direct pressure on the wound with a clean cloth
   c) wash off the blood until the bleeding stops.

7. In the ABCs of first aid, "B" means:
   a) burns
   [✓ b)] breathing
   c) bandaging

8. A child's clothes are on fire. You should:
   [✓ a)] smother the flames with a coat or blanket
   b) run with child to a water tap
   c) run to get a fire extinguisher.

9. If you think a stranger is trying to enter the house from the backyard, you should:
   a) go out the front door to a neighbour's
   [✓ b)] telephone the police
   c) shout at the stranger to go away.

10. You suspect that a child is being abused by his parents, but you aren't sure. What should you do?
   a) wait until you're absolutely sure before making accusations
   [✓ b)] discuss with an adult you trust whether to notify a child care worker
   c) confront the child's parents.

TASK	OBSERVATION/RATING
Preparation and Planning	4 3 2 1 0 N/A
Content	4 3 2 1 0 N/A
Presenting/Reporting	4 3 2 1 0 N/A
Collaboration/Teamwork	4 3 2 1 0 N/A

STANDARD IS 1 IN EACH APPLICABLE TASK

Rating Scale

The student:

4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Leads others to contribute to team goals.
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Works cooperatively and contributes ideas and suggestions that enhance team effort.
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Works cooperatively to achieve team goals.
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Works cooperatively.
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.
N/A	Not applicable.

TASK CHECKLIST

The student:

Preparation and Planning
- ☐ sets goals and follows instructions accurately
- ☐ responds to directed questions and follows necessary steps to find answers
- ☐ accesses basic in-school/community information sources
- ☐ interprets and organizes information into a logical sequence
- ☐ records information accurately using correct technical terms
- ☐ uses time effectively

Content
- ☐ identifies the development of infants, toddlers and preschoolers as to:
  - – physical development
  - – mental development
  - – social development
- ☐ describes the needs of children in relation to their developmental behaviours

Presenting/Reporting
- ☐ demonstrates effective use of one or more communication media:

  e.g., Written: spelling, punctuation, grammar basic format
  Oral: voice projection, body language
  Audio-visual: techniques, tools
- ☐ uses correct grammatical convention and technical terms through proofreading/editing
- ☐ provides an introduction that describes the purpose of the project
- ☐ communicates information in a logical sequence
- ☐ states a conclusion based on a summary of facts
- ☐ provides a reference list of three or more basic information sources.

Collaboration and Teamwork
- ☐ shares work appropriately among group members
- ☐ respects the views of others
- ☐ negotiates solutions to problems.

COMMENTS

CHILD DEVELOPMENT: SAMPLE SCENARIOS CMH1050–2

Note: Use Tool CMHSCN to assess student competency.

SCENARIO
Routines and Boundaries:
Sharon is caring for Amanda (4 years) and Susan (2 years). Amanda has knocked Susan's building blocks over for the third time. Susan is crying so Amanda picks up a block and throws it at her.
Tom is looking after his nephews, Jason (5 years) and Colin (3 years). He was told to put both boys to bed at 8:00 p.m. Jason insists he can stay up later because he is older.
The children you are babysitting want to play outdoors. It is a nice sunny day and 0°C. John puts all his outside warm clothing on and is outside building a snow fort. Glen grabs his jacket and boots but refuses to wear his toque and gloves.
Emergency Situations:
It is lunch time for Lisa (8 months) and Kevin (3 years). Lisa is sitting in her high chair eating her food but Kevin insists on running around with his sandwich, acting the clown to entertain Lisa. Lisa is laughing but suddenly begins to choke on her food.
It is 10:00 p.m., the children are asleep and the doorbell rings. The parents are not expected home until 12:30 a.m.
You are preparing dinner and Stacy (18 month) is playing in the kitchen. You move to set the table and when your turn back to check Stacey she has a cleanser container in her hand with the cap removed. You smell her breath and can smell the cleanser on her breath.

PRESENTATIONS/REPORTS: CHILD DEVELOPMENT TASKS CMH1050–3

	TASKS			
	Menu	**Meal**	**Toy**	**Clothing**
Management	1 2 3 4 N/A	1 2 3 4 N/A	1 2 3 4 N/A	1 2 3 4 N/A
Teamwork	1 2 3 4 N/A	1 2 3 4 N/A	1 2 3 4 N/A	1 2 3 4 N/A
Use of Equipment & Materials	1 2 3 4 N/A	1 2 3 4 N/A	1 2 3 4 N/A	1 2 3 4 N/A
Tasks	1 2 3 4 N/A	1 2 3 4 N/A	1 2 3 4 N/A	1 2 3 4 N/A

STANDARD IS 1 IN EACH APPLICABLE TASK

Rating Scale *(italicized statements are optional)*

The student:

4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. *Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals.*
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. *Quality and productivity are consistent. Works cooperatively and contributes ideas and suggests that enhance team effort.*
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. *Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals*
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. *Quality and productivity are reasonably consistent. Works cooperatively.*
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

TASK CHECKLIST

The student:

Management
- ☐ prepares self for task
- ☐ organizes and works in an orderly manner
- ☐ carries out instructions accurately
- ☐ uses time effectively

Teamwork
- ☐ cooperates with group members
- ☐ shares work appropriately among group members

Use of Equipment and Materials
- ☐ selects and uses appropriate equipment/materials
- ☐ follows safe procedures/techniques
- ☐ measures accurately
- ☐ returns clean equipment/materials to storage areas

Tasks
- ☐ plans a one-day menu for a specific child (infant, toddler, preschooler, special needs)
  - summarizes reasons for choices
- ☐ prepares and presents a meal suitable for a specific child (infant, toddler, preschooler, special needs)
  - explains why this is a good choice
- ☐ evaluates a toy or activity suitable for an infant, toddler, preschooler or special needs child
  - explains why his or her project is appropriate
  - explains if this toy or activity will help the child develop physically, mentally or socially
- ☐ charts clothing needs and costs for one season for an infant, toddler, preschooler or special needs child

COMMENTS

HOME CARE: SAMPLE SCENARIOS	**CMH1060–1**

Note: Use Tool CMHSCN to assess student competency

Impact Scenario
Mrs. Anderson and daughter Sara were driving to the shopping centre to pick up some last minute things in preparation for a trip to Disneyland. As they entered the intersection a car came sliding through the red light and hit them broadside. Mr. Anderson and sons Dean and Doug received the call from the hospital. Mom had a fractured pelvis, burns to her face from the air bag and a bruised left shoulder. Sara had a severe whiplash, a fractured right humerus and numerous cuts to her face. Both would be okay after treatment and would be sent home after 24 hours of observation.
The Simpson family were an ordinary upper middle-class family who had raised their children and were preparing to retire in the next five years. George Simpson went for his annual checkup with their family doctor. She did the usual tests, checked George over and booked him for urine & blood tests, chest X-ray and ECG. The following Monday George got a call from his doctor's clinic asking him if he could stop in after work to see his doctor regarding his tests. When George entered the office his doctor said, "George, I'm afraid I don't have great news. Your chest X-ray shows some lesions which I believe we should biopsy so we can begin some treatment." Further tests and biopsy confirmed cancer of the right lung and trachea. George was given chemotherapy as conventional treatment and sent home. His life expectancy would be approximately six months. Mary had always let George look after everything like paying the bills, all the repairs, car care, yard and house maintenance.
Harold and Susan are in their 30s and lead a busy life with four young children. Both have full time jobs. They had made a New Year's resolution to try to quite smoking together. They knew it was not healthy for them nor for their children but so far their attempt had not been successful. Susan knew she was at an even higher risk because she was taking contraceptive pills until she found time to go in and have a tubal ligation. She had been complaining of a headache over the last four or five days and the occasional dizzy spell. Harold urged her to make an appointment to see the doctor. Susan sat down after supper on the couch in the family room. All of a sudden she collapsed onto the floor. She was unconscious with laboured breathing and the left side of her face was very noticeably drooping. At the hospital Susan was diagnosed as having a massive stroke.

HOME CARE MANAGEMENT TASKS

CMH1060–2

TASK	OBSERVATION/RATING
Preparation and Planning	4 3 2 1 0 N/A
Tasks	4 3 2 1 0 N/A
Collaboration and Teamwork	4 3 2 1 0 N/A
Information Sharing	4 3 2 1 0 N/A

STANDARD IS 1 IN EACH APPLICABLE TASK

Rating Scale

The student:

4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Leads others to contribute to team goals.
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Works cooperatively and contributes ideas and suggestions that enhance team effort.
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Works cooperatively to achieve team goals.
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Works cooperatively.
0	has not completed defined outcomes.

TASK CHECKLIST

The student:

Preparation and Planning

☐ sets goals and follows instructions

☐ responds to directed questions and follows necessary steps to find answers

☐ uses time effectively

☐ accesses basic in-school/community information sources

☐ interprets and organizes information logically

Tasks

☐ describes the roles and rights/responsibilities of a caregiver, considering:
  - the individual's values
  - the promotion of independence
  - communication with the family and the individual and members of the health team
  - personal grooming, hygiene and nutrition
  - membership in the health team
  - provision of a safe comfortable environment
  - personal services
  - basic housekeeping
  - ethical and legal responsibilities

Tasks (continued)

☐ describes five support resources available

☐ discusses the importance of respite care and names three alternatives for respite for the primary caregiver

Collaboration and Teamwork

☐ shares work appropriately among group members

☐ respects the views of others

☐ negotiates solutions to problems

Information Sharing

☐ demonstrates effective use of one or more communication media:
e.g., written, oral, audio-visual

☐ communicates ideas in a logical sequence

☐ uses correct grammatical convention and technical terms

☐ cites three or more basic information sources

COMMENTS

CONCEPT TEST: INTEGUMENTARY SAMPLE QUESTIONS CMH1060–3

1. Match the following terms with the descriptive phrases.
   dermis
   epidermis
   hypodermis
   stratum corneum
   stratum germinativum
   stratum lucidum

   ________ referred to as the subcutaneous layer
   ________ epidermal layer next to the dermis
   ________ referred to as superficial fascia
   ________ consists of dead, completely keratinized cells
   ________ layer in which hair, nail and glands are embedded
   ________ contains receptors for temperature and touch
   ________ contains adipose tissue
   ________ responsible for fingerprints

2. Write the terms that fit the following descriptive phrases.
   ________ tubular sheath surrounding the hair root
   ________ glands that produce earwax
   ________ smooth muscle associated with hair
   ________ another name for sweat glands
   ________ the dark pigment primarily responsible for skin colour
   ________ another name for nail cuticle

3. Four functions of the integumentary system are:
   a)
   b)
   c)
   d)

4. The protein that is a waterproofing agent in the skin is ____________ .

5. Bacterial growth on the skin is inhibited by ________________ .

6. Tissues under the skin are protected from the ultraviolet light by ________
   ________________________________ .

7. Describe two mechanisms by which the skin functions in temperature regulation:
   a) blood vessels
   b) sweat glands

8. How does the skin function in the synthesis of vitamin D?

9. Define:
   a) papules ________________
   b) macules ________________
   c) urticaria ________________
   d) vesicles ________________

10. Explain the three stages of decubiti ________________
    ____
    ____

11. Draw a body and explain the rule of 9s.

12. Compare first-, second- and third-degree burns. ________________
    ____
    ____
    ____
    ____

13. Give the normal temperature in C. and F. for:
    a) oral ____ °C ____ °F
    b) rectal____ °C ____ °F
    c) axillary____ °C ____ °F

14. Why do you make one side of the bed at a time? ____________________

15. Why must you be careful not to shake the linen? ____________________

16. Why are siderails necessary? ____________________

17. Why must you be careful as to where the rough side of the hems are when you are making a bed? ____________________

18. What is a drawsheet and why would you use one on a bed? ____________________

19. List six pressure points on the human body where pressure sores could occur.

____

____

____

____

20. Explain who is eligible for home care in Alberta; what is the cost of home care to the patient; what are the responsibilities of the home care nurse and the home support aide; who is on the home care team and where you would call for home care information and help.

PERSPECTIVES ON HEALTH: SAMPLE SCENARIOS CMH1080-1

Note: Use Tool CMHSCN to assess student competency.

SCENARIO
John has recently broken up with Sheena. They had gone together for 14 months. John found it very difficult to end the relationship. Now he has a stomach ache by noon every day as he doesn't have time for breakfast. Sheena's mom no longer gives him a ride to school in the morning and he has to catch an early bus. He found it difficult at church youth group when Sheena was there also. Now he's coming down with a horrible cold when hockey try-outs are about to start. Today when he saw Sheena having lunch with one of his hockey buddies he felt so alone and sad. He had to turn away so his friends wouldn't see him swallowing the lump he had in his throat. Maybe that is why he had such a sore throat tonight.
Brenda had been playing ball all weekend in a tournament at a local town in central Alberta. It was the top of the ninth inning and she was the winning run on third. She saw her chance to steal home and took off with all her speed. She and the catcher had a nasty collision at home plate resulting in a broken ankle for Brenda. To make matters worse, the umpire called her out even through she was sure she had been there first. Now, she was in hospital awaiting surgery and her parents were out of town until tomorrow night. She didn't have her health care card. She had scraped her elbow and it was stinging and her left hip hurt to lay on, never mind how much her broken ankle hurt! How long before she could return to college; how would she ever manage all those books while she is on crutches? What will be ball team do for the rest of the season without her? Oh, and worst of all, what about her part-time job? She had to work to pay her college expenses.
James had been studying many hours every night for his final college examinations. Some nights he got so engrossed he forget to eat and by the time he realized it he was too tired to bother cooking a meal so heated up a bowl of soup in the microwave. He had never felt so tired in his life. He seemed to ache all over and was feeling very nauseated. He hoped he didn't get that "flu that was going around." If he was at home his Mom would have something for him to take. He sure missed having his little sister there telling him all her news about what she had done in Sunday school. Gosh, he never thought he'd ever miss that little town he came from!
Mr. K., age 83 years, lived by himself in his seniors apartment. His best friend Bill had recently passed away. Lately it seemed he had been attending a lot of funerals. On those days, he didn't have lunch as they always had lots of sandwiches, cake and cookies after the service. Sometimes he didn't even have supper. His granddaughter, the nurse, was always after him about eating and taking his pills. He sure enjoyed it when she came to see him. It was too bad she couldn't come more than once every two weeks. A fellow could get pretty lonesome living by himself in a city. His joints were pretty stiff and it hurt to walk very far. He could no longer drive his car. Just thinking about when he lost his licence made him feel sad and isolated. That new bus schedule the city has was so confusing for older people. Next time the fellow from the church came he'd get him to explain it to him. You know, if he didn't know better he'd think he was having some memory loss. He could not remember if he took his blood pressure pills at breakfast. Did he even have breakfast?

1. Define the following.
   - caudal ________
   - proximal ________
   - distal ________
   - sagittal plane ________
   - superior ________
   - coronal ________
   - transverse plane ________
   - frontal plane ________
   - inferior ________
   - ventral ________
   - dorsal ________

2. Define the prefix of the following:
   - cardiopulmonary ________
   - bronchoscope ________
   - craniotomy ________
   - retroperitoneal ________
   - postnasal ________
   - arthroporosis ________

3. Define the suffix of the following:
   - tonsillectomy ________
   - craniotomy ________
   - gerontology ________
   - enteritis ________
   - electrocardiogram ________

4. Explain the abbreviation or meaning of the following:
   - q2h ________
   - t.i.d. ________
   - gtts ________
   - p.r.n. ________
   - h.s. ________
   - a.c. ________
   - fld. ________
   - Rx ________
   - tinct . ________
   - ad.lib. ________
   - n.b. ________

5. Define the following:
   - a) anatomy ________
   - b) physiology ________
   - c) pathology ________
   - d) metabolism ________
   - e) anabolism ________
   - f) catabolism ________
   - g) catalyst ________
   - h) homeostasis ________
   - i) system ________
   - j) cell ________
   - k) anatomical position ________
   - l) mixtures ________
   - m) buffer ________
   - n) electrolyte ________
   - o) lipid ________
   - p) active transport ________
   - q) diffusion ________
   - r) osmosis ________
   - s) phagocytosis ________
   - t) benign ________
   - u) malignant ________
   - v) neoplasm ________
   - w) cartilage ________
   - x) idiopathic ________
   - y) endemic ________
   - z) chemotherapy ________

6. Fill in the blanks.
   - a) The front body cavities are grouped together and called the ________ cavities.
   - b) The back cavity has an imaginary division that divides it into an upper portion called the ________ . In here you would find the organ called the ________ .
   - c) The front body cavity is divided by the muscle called the ________ . Which body function does this muscle control?
   - d) Directionally, the ribs lie ________ to, or in front of, the spinal column.
   - e) The fingers lie ________ to the wrist because they are further from their point of origin.
   - f) The knee lies below the shoulder and is therefore said to lie ________ to the shoulder.

7. Given a case study, students complete the following.
   a) Etiology ______
      In this situation ______
   b) Diagnosis ______
      In this situation ______
   c) Signs ______
      In this situation ______
   d) Symptoms ______
      In this situation ______
   e) Treatment ______
      In this situation ______
   f) Prognosis ______
      In this situation ______
   g) Disease classification in this situation is ______
      ______
      After treatment is ______
   h) Prevention ______

8. Define:
   asepsis ______
   sterilization ______
   disinfection ______
   incidence ______
   chlamydias ______
   tissue ______

HEALTH SERVICES RESPONSIBILITIES

CMH1080–3

TASK	OBSERVATION/RATING
Preparation and Planning	4 3 2 1 0 N/A
Information Gathering and Processing	4 3 2 1 0 N/A
Content	4 3 2 1 0 N/A
Collaboration and Teamwork	4 3 2 1 0 N/A
Information Sharing	4 3 2 1 0 N/A

STANDARD IS 1 IN EACH APPLICABLE TASK

Rating Scale

The student:

4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Leads others to contribute team goals.
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Works cooperatively and contributes ideas and suggestions that enhance team effort.
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Works cooperatively to achieve team goals.
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Works cooperatively.
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

TASK CHECKLIST

The student:

Preparation and Planning

- ☐ sets goals and follows instructions accurately
- ☐ adheres to established timelines
- ☐ responds to directed questions and follows necessary steps to find answers
- ☐ uses time effectively

Information Gathering and Processing

- ☐ accesses basic in-school/community information sources
- ☐ uses one or more information-gathering techniques
- ☐ interprets and organizes information in a logical sequence
- ☐ records information accurately using correct technical terms
- ☐ distinguishes between fact and fiction/opinion/theory
- ☐ responds to feedback when current approach is not working

Content

- ☐ researches and reports on the responsibilities for providing health services of the:
  - federal government
  - provincial government
  - community
  - family
  - individual
  - private industries

Collaboration and Teamwork

- ☐ cooperates with group members
- ☐ shares work appropriately among group members

Information Sharing

- ☐ demonstrates effective use of one or more communication media:
  e.g., written, oral, audio-visual
- ☐ communicates information in a logical sequence
- ☐ uses correct grammatical convention and technical terms
- ☐ cites three or more basic information sources

COMMENTS

ISSUES IN HEALTH SERVICES CMH1080–4

TASK	OBSERVATION/RATING
Preparation and Planning	4 3 2 1 0 N/A
Analyzing Perspectives	4 3 2 1 0 N/A
Collaboration and Teamwork	4 3 2 1 0 N/A
Evaluating Choices/ Making Decisions	4 3 2 1 0 N/A

STANDARD IS 1 IN EACH APPLICABLE TASK

Rating Scale

The student:

4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Leads others to contribute team goals.
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Works cooperatively and contributes ideas and suggestions that enhance team effort.
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1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Works cooperatively.
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

TASK CHECKLIST

The student:

Preparation and Planning
- ☐ accurately describes two health service issues on which people disagree
- ☐ poses an important question regarding the impact of the issue
- ☐ accesses basic in-school/community information sources regarding the issue
- ☐ uses one or more information-gathering techniques

Analyzing Perspectives
- ☐ clarifies different points of view regarding the issue, *e.g., social, economic, environmental*
- ☐ states a position on the issue and logical reasons for adopting that position
- ☐ states an opposing position on the issue and logical reasons for adopting that position
- ☐ identifies sources of conflict among different position
- ☐ distinguishes between fact and fiction/opinion/ theory

Collaboration and Teamwork
- ☐ shares information and ideas appropriately among group members
- ☐ respects the views of others

Evaluating Choices/Making Decisions
- ☐ identifies useful alternatives for dealing with the issue
- ☐ establishes criteria for assessing each alternative
- ☐ ______________________________
- ☐ develops a plan for dealing with the issue, based on established criteria
- ☐ reflects on strengths/weaknesses of the plan by considering consequences
- ☐ ______________________________
- ☐ communicates information in a logical sequence to justify choices/decisions made
- ☐ ______________________________

COMMENTS

Competency	Rating Scale 4	3	2	1	0
1. Presentation a. Legibility/readability					
b. Grammar – paragraph structure – punctuation – flow of ideas					
2. Content a. Key stakeholders identified; e.g., employers, employees, suppliers, OH&S officials					
b. Related legislation cited: – *Occupational Health and Safety Act* – General Safety Regulations – Chemical Hazards legislation (includes WHMIS)					
c. Workplace hazards identified					
d. Careers in safety-related fields described					

Rating Scale

Indicate the level of competency for each task by checking the appropriate box.

The student:

4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals.
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort.
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals.
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively.
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

To qualify for credentialling, the student must attain a minimum rating of 2 in each competency.

BACK CARE **CTR1210–2**

Competency	Rating Scale				
	4	3	2	1	0
1. Back Care While Lifting a. Back straight					
b. Lift with legs					
c. Object close as possible					
d. Minimal twisting or turning					
e. Bend at knees					
2. Using Personal Protective Equipment a. Select and properly use a variety of PPE including: – eye protection – hearing protection – head protection – body and limb protection – respiratory protection					

Rating Scale
Indicate the level of competency for each task by inserting the appropriate number from this rating scale.

The student:

4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals.
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort.
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OCCUPATIONAL HEALTH AND SAFETY MULTIPLE CHOICE TEST CTR1210-3

Rating Scale

Competency Level		Correct Answers
5	Excellent	18–21
4	Above Standard	15–17
3	At Standard	11–14
2	Below Standard	8–10
1	Repeat Unit	0–7

To qualify for credentialling, the student must attain a competency of 4 or 5.

1. In the event of a serious accident or injury at a work site, who is responsible for investigating and reporting it under the *OH&S Act*?

   A. an OH&S officer
   B. the victim
   C. the employer
   D. everyone at the work site

2. Which of the following hazards would not be covered under the OH&S regulations?

   A. noise exposure
   B. exposure to radioactivity
   C. farm hazards
   D. toxic chemical exposure

3. The main purpose of the OH&S legislation is to:

   A. define standards and responsibilities
   B. tell the worker how to do his or her job
   C. tell managers how to manage their work sites
   D. all of the above

4. Which of the following defines a competent worker?

   A. adequately qualified
   B. suitably trained
   C. sufficiently experienced
   D. all of the above

5. Which of the following types of accident should be investigated?

   A. injury accident
   B. lost time accident
   C. material and equipment damage
   D. all of the above

6. The *Occupational Health and Safety Act* requires the employer to do which of the following things when there has been an accident resulting in a serious injury at his or her work site?

   A. notify a Director of Inspection as to the time, place and nature of the accident
   B. carry out an investigation into the circumstances surrounding the accident
   C. prepare a report in accordance with the regulations
   D. all of the above

7. Which of the following operation(s) requires a code of practice?

   A. work that by regulation requires a safe work procedure
   B. work that requires a worker who is competent under the regulation
   C. work undertaken in confined spaces
   D. all of the above

8. Which of the following have to be considered as potential work hazards?

   A. harmful substances
   B. radiation
   C. noise
   D. all of the above

9. The primary routes of entry of harmful substances into the body are:

   A. eyes, skin, ingestion and inhalation
   B. inhalation, absorption through the liver and kidneys, ingestion
   C. skin absorption, ingestion, inhalation, injection
   D. none of the above

10. Which of the following are employer or worker responsibilities under the Chemical Hazard Regulation?

    A. control of sources of contamination in excess of the occupational exposure limits
    B. provide respiratory protective equipment
    C. participate in employee training
    D. all of the above

11. Which of the following methods of control is generally regarded to be the least desirable?

    A. ventilation
    B. chemical substitution
    C. personal protective equipment
    D. administrative controls

12. Occupational health hazards are addressed by regulations. Which of the following hazards are not covered by OH&S regulations?

    A. noise exposure
    B. exposure to radioactive materials
    C. amount of weight a worker can lift
    D. toxic chemical exposure

13. Employers must select their own specific standards to comply with regulations when:

    A. there is an existing regulation standard
    B. equipment meeting the required external standard is no longer available
    C. the regulation requires a level of performance to be met
    D. none of the above

14. Which of the following is not an external industrial standards used in the General Safety Regulation?

    A. ANSI (American National Standards Institute)
    B. NFPA (National Fire Protection Associations)
    C. SAE (Society of Automotive Engineers)
    D. UBC (United Brotherhood of Carpenters)

15. Which of the following activities is not assigned by regulation to the employer?

    A. providing equipment that is in safe condition
    B. ensuring a worker uses equipment safely
    C. checking that no worker can be injured before a worker starts up machinery
    D. establishing a code of practice for respiratory protective equipment

16. Which of the following conditions would not require a workplace label on a decanting container?

    A. when the decanting container is filled directly from the supplier labelled container
    B. when the decanting container is used by several different people in the work area
    C. when the material in the decanting container is used immediately
    D. none of the above

17. Which of the following sections in an MSDS would include data on the immediate and delayed hazardous effects of a chemical?

    A. the radioactivity data section
    B. the toxicological properties section
    C. the preventative measures section
    D. the physical characteristics section

18. Which of the following sections in an MSDS would include information on the appearance and odour of a chemical?

    A. the toxicological properties section
    B. the fire and explosion data section
    C. the reactivity data section
    D. the physical characteristics section

19. The Workers' Compensation Board is designed to:

    A. provide no-fault accident insurance for employees
    B. protect employers from injury-related law suits
    C. refer questions relative to workplace injuries to a board rather than to the courts
    D. all of the above

20. When a worker is injured on a workplace, which of the following forms must be completed by the injured worker?

    A. Employer's Report of Accident
    B. Employee's Report of Accident
    C. Insurance Claim
    D. Will

21. When a worker is injured in a workplace, which of the following forms must be completed by the employer?

    A. Employer's Report of Accident
    B. Employee's Report of Accident
    C. Insurance Claim
    D. Will

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Multiple Choice Test

1.	C
2.	C
3.	A
4.	D
5.	D
6.	D
7.	C
8.	D
9.	A
10.	D
11.	C
12.	C
13.	C
14.	D
15.	C
16.	C
17.	B
18.	D
19.	D
20.	B
21.	A

REPORT WRITING 2 CTR1210–4

Competency	Rating Scale				
	4	3	2	1	0
1. Presentation a. Legibility/readability					
b. Grammar – paragraph structure – punctuation – flow of ideas					
2. Identify hazards in the home or a selected workplace a. fire/burn hazards					
b. physical hazards (e.g., back, eyes, arms, hands)					
c. electrical hazards					
3. Suggest possible controls for hazards identified					
4. Describe types of personal protective equipment and other safety equipment: a. currently available in home or workplace					
b. not currently available in home or workplace					
5. Describe actions to be taken to: a. prevent accidents and injuries					
b. deal with accidents and injuries should they occur					

Rating Scale

Indicate the level of competency for each task by inserting the appropriate number from this rating scale.

The student:

4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute team goals.
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1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively.
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

To qualify for credentialling, the student must attain a minimum rating of 2 in each competency.

BEST COPY AVAILABLE

PRESENTATIONS/REPORTS: Adolescents CMH2010–1

TASK	OBSERVATION/RATING
Preparation and Planning	4 3 2 1 0 N/A
Content	4 3 2 1 0 N/A
Presenting/Reporting	4 3 2 1 0 N/A
Collaboration/Teamwork	4 3 2 1 0 N/A

STANDARD IS 2 IN EACH APPLICABLE TASK

Rating Scale

The student:

4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Leads others to contribute team goals.
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Works cooperatively and contributes ideas and suggestions that enhance team effort.
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1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Works cooperatively.
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

TASK CHECKLIST

The student:

Preparation and Planning

- ☐ sets goals and describes steps to achieve them
- ☐ uses personal initiative to formulate questions and find answers
- ☐ accesses a range of relevant in-school/community resources
- ☐ interprets, organizes and combines information into a logical sequence
- ☐ records information accurately with appropriate supporting detail and using correct technical terms
- ☐ plans and uses time effectively
- ☐ gathers and responds to feedback regarding approach to task and project status

Content

- ☐ compares adolescents today to a previous era or a different culture as to:
  - dress
  - music
  - education
  - sexuality
  - leisure time
  - roles and responsibilities
  - expectations

Presenting/Reporting

demonstrates effective use of at least two communication media:
e.g., __Written__: spelling, punctuation, grammar, format (formal/informal)
__Oral__: voice projection, body language, appearance
__Audio-visual__: techniques, tools, clarity

- ☐ maintains acceptable grammatical and technical standards through proofreading and editing
- ☐ provides an introduction that describes the purpose and scope of the project
- ☐ communicates ideas into a logical sequence with sufficient supporting detail
- ☐ states a conclusion by synthesizing the information gathered
- ☐ provides a reference list that includes five or more relevant information sources

Collaboration and Teamwork

- ☐ cooperates with group members
- ☐ shares work appropriately among group members
- ☐ negotiates solutions to problems

COMMENTS

RESEARCH PROCESS: ADOLESCENT HEALTH ISSUES CMH2010–2

TASK	
Preparation and Planning	4 3 2 1 0 N/A
Information Gathering and Processing	4 3 2 1 0 N/A
Content	4 3 2 1 0 N/A
Collaboration and Teamwork	4 3 2 1 0 N/A
Information Sharing	4 3 2 1 0 N/A

STANDARD IS 2 IN EACH APPLICABLE TASK

Rating Scale

The student:

4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Leads others to contribute to team goals.
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Works cooperatively and contributes ideas and suggestions that enhance team effort.
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1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Works cooperatively.
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

TASK CHECKLIST

The student:

Preparation and Planning
- ☐ sets goals and establishes steps to achieve them
- ☐ creates and adheres to useful timelines
- ☐ uses personal initiative to formulate questions and find answers
- ☐ plans and uses time effectively

Information Gathering and Processing
- ☐ accesses a range of relevant in-school/community resources
- ☐ uses a range of information-gathering techniques
- ☐ interprets, organizes and combines information into a logical sequence
- ☐ records information accurately with appropriate supporting detail and uses correct technical terms
- ☐ determines accuracy/currency/reliability of information sources
- ☐ gathers and responds to feedback regarding approach to the task

Content
- ☐ researches and reports on one adolescent health issue to include:
  - – the predominance of the issue
  - – a discussion of the effect of the issue on all dimensions of well-being

Collaboration and Teamwork
- ☐ cooperates with group members
- ☐ shares work appropriately among group members
- ☐ negotiates solutions to problems

Information Sharing
- ☐ demonstrates effective use of one or more communication media:
  e.g., written, oral, audio-visual
- ☐ communicates ideas in a logical sequence with sufficient supporting detail
- ☐ maintains acceptable grammatical and technical standards
- ☐ cites five or more relevant information sources

COMMENTS

SAMPLE QUESTIONS: MARRIAGE

1. a) What is a "prenuptial agreement"?
   A document specifying property rights and responsibilities of the individual. It is not legally binding in Canada.
   b) Why would a couple have one?
   If there was a big difference in personal wealth.
   If there is a business or extensive property involved.

2. What are government requirements for a legal marriage?
   Must be 18 years of age (or parental consent).
   Must not be related too closely (e.g., not siblings).
   Must purchase a marriage licence.

3. What is the legal status of a common-law relationship?
   After a certain length of time, the government treats the common-law relationship like a legal marriage.

4. What is meant by a "no-fault" divorce?
   Both parties agree to separate without either assuming blame.

5. a) What is an annulment?
   Marriage is declared void as if the marriage never took place.
   b) Identify two situations which could cause a marriage to be annulled.
   Unconsummated marriage; not being of sound mental state when the marriage took place, e.g., drunk, or on drugs.

6. Jennifer and Jon grew up in the same small town. They were in the same kindergarten class, attended the same junior high school, and graduated from the same high school. They both had different interests as they grew up: Jon was heavily involved in the Air Cadet program, while Jennifer enjoyed the athletic program at school, and played on the basketball and volleyball teams. Their parents attended the same community church, and although both had moved away after graduation to pursue individual careers (Jon became a pilot and Jennifer was a teacher), they often met when they came home for family or holiday functions. They kept in touch. Five years later, they began dating each other, and eventually began discussing marriage. Both recognized the wide differences in their careers, but they felt that the background experiences they shared would help their marriage be successful. They did eventually marry.

   This represents which theory of marriage?
   a) role compatibility
   b) complementary needs
   c) value similarity
   [✓ d)] propinquity

7. Ali and Mike dated throughout high school and went to the same university. Mike graduated from the Faculty of Business and was accepted in a large accounting firm as a probationary accountant. Ali worked hard to graduate from her nursing program, and was hired by a small rural hospital to which she commuted. They had agreed that they would marry when they had completed their education. So they became engaged and were making wedding plans. However, they soon found that it was difficult to see each other. Mike was often asked to work long days with a great deal of overtime. Ali was assigned shift work, and often had to work weekends and evenings. Mike became angry when he had to attend company functions without Ali. He thought that she should support his career and him. Ali was hurt that Mike thought so little of her career that he expected her to give it up for him. They began to argue continually about which career was more important. Eventually, they broke their engagement. Later, Mike and Ali each married a person who was more supportive of the kind of life and marriage that each of them wanted.

   Which theory of marriage does this represent?
   a) homogamy
   b) propinquity
   [✓ c)] value similarity
   d) role compatibility

8. Which of the following statements is true?
   a) Even in a successful marriage, you should not expect everyone to be happy all the time
   b) It is easier to have a successful marriage if you have a positive self-esteem
   c) When you enter marriage, you must expect to make some adjustments in your lifestyle
   [✓ d)] All of the above are true.

9. Which of the following statements is true?
   a) The emotions of love and anger are closely related
   b) In a good marriage, arguments are solved in a productive manner
   c) If you are willing to meet the other person halfway (compromise) you are doing your part in trying to make your marriage work
   [✓ d)] All of the above are true.

10. Which of the following statements are true?
    - a) Once a couple has had a serious quarrel, they will never be as happy as they were before.
    - b) The best procedure to follow when solving arguments in a marriage, is to have one person take over the decision making.
    - [✓ c)] If a couple says that they "never fight," it may mean that their relationship is a superficial one, without any real involvement of feelings between the spouses.
    - d) For younger couples, the best way to solve a conflict is to ask the parents to make the final decision.

11. The TRUE statement about marriages listed below is:
    - a) Because teens are more adaptable than older people, they should have a higher success rate for marriage.
    - [✓ b)] If you have siblings which you grew up with, it would enhance your chances of having a successful marriage because you have already learned to share resources.
    - c) If the marriage partners come from different ethnic backgrounds, it will increase their chances of having a successful marriage because they will work that much harder to make it successful.
    - d) Differences in social backgrounds should not cause serious problems for a couple getting married.

12. When comparing arranged marriages and love marriages, we found that:
    - [✓ a)] the marriages that are successful have a surprising amount in common.
    - b) parents really only influence the success of the arranged marriages.
    - c) the love marriages are much more successful than the arranged marriages.
    - d) the most important valued attribute for an arranged marriage was personal wealth.

13. Lisa is 16 and has been seeing 17-year-old Ryan for about a year. For the first six months the relationship has gone fairly well although Ryan sometimes accuses her of flirting with other guys. "He must really care for me," she thought. Six months ago Lisa was late for a date with Ryan. He was very angry and started yelling at her. He grabbed her hair and slapped her in the face when she tried to explain. She was able to get away from him, crept into her house so her parents wouldn't see her dirty and bruised. Ryan apologized the next day, promised he would never hurt her again. Everything was okay for three or four months but now Ryan is slapping her around once or twice a week. Lisa has tried everything not to make Ryan angry but he seems to get worked up for no reason. She covers the bruises with make-up but her family and friends are suspicious. She has tried to break up with him but he cries and then threatens suicide. She is afraid he may seriously hurt her if she pushes for the end of the relationship.
    - a) Who should Lisa talk to in this situation? Why?
    - b) Is this a healthy, unhealthy or abusive relationship? Give four reasons for your choice.
    - c) If you were Lisa's friend, what would you do?

MARRIAGES TODAY: SAMPLE SCENARIOS

Note: Use Tool CMH-SA to assess student competency.

SCENARIO
Aaron and Lisa got married while they were both in their second year of university. They had gone together since Grade 11. At the end of their four years of university, Aaron is offered a teaching position in Alberta and Lisa is offered a job as a human resources executive for a large computer company in Toronto.
Susan and Mink met at work. They dated for two years and felt they had a lot in common – both the same age, enjoyed the same sports and movies and both worked as software developers. Mink had been born in Vietnam but came to Canada at age three. Despite protests from both sides of their families, they married. On returning from their honeymoon, Susan was reconciling her bank statement. Mink was surprised she had saved quite a bit of money. He suggested she transfer the funds into his account as they would only need one account. When she disagreed with this decision he said that in his family, men were always in charge of finances.
Benjamin and Alysha graduated from university, married in July and found jobs in their home city. They were enjoying their new roles as wage earners and newly marrieds. In late November, Alysha was dismayed when her mother-in-law called, reminding her of the traditional Christmas Day Ben's family followed. Alysha and Ben were expected to be there. Alysha has assumed that she and Ben would spend the Christmas season celebrating with her family and sharing in her family's traditions.
Marge and Jan had been married for two years. Both had saved diligently and now they had purchased their first home. Because they wanted a newer home, they had both a first and second mortgage. Money was tight, but they were committed to having the second mortgage paid off before they started a family. Three months after they moved into their home Marge felt unwell. She was shocked when the doctor told her that she was pregnant. He sent her for an ultrasound and the news became even more upsetting for Marge. She was expecting twins and, because of her family's medical history, was considered a high risk pregnancy. The doctor advised her to quit work immediately.

PRESENTATIONS/REPORTS: MARRIAGE

CMH2020–3

TASK	RATING					
Preparation and Planning	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Presenting/Reporting	4	3	2	1	0	N/A

STANDARD IS 2 IN EACH APPLICABLE TASK

Rating Scale

The student:

4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

TASK CHECKLIST

The student:

Preparation and Planning

☐ sets goals and describes steps to achieve them
☐ uses personal initiative to formulate questions and find answers
☐ accesses a range of relevant in-school/community resources
☐ interprets, organizes and combines information into a logical sequence
☐ records information accurately with appropriate supporting detail and using correct technical terms
☐ plans and uses time effectively
☐ gathers and responds to feedback regarding approach to task and project status

Content

☐ develops a personal philosophy on marriage. Prioritizes choices and gives reasons for decisions

Presenting/Reporting

demonstrates effective use of at least two communication media:
e.g., Written: spelling, punctuation, grammar, format (formal/informal)
Oral: voice projection, body language, appearance
Audio-visual: techniques, tools, clarity
☐ maintains acceptable grammatical and technical standards through proofreading and editing
☐ provides an introduction that describes the purpose and scope of the project
☐ communicates ideas into a logical sequence with sufficient supporting detail
☐ states a conclusion by synthesizing the information gathered
☐ provides a reference list that includes five or more relevant information sources

COMMENTS

RESEARCH PROCESS: MARRIAGE CEREMONY CMH2020–4

TASK	RATING					
Preparation and Planning	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Collaboration and Teamwork	4	3	2	1	0	N/A
Presentation	4	3	2	1	0	N/A

STANDARD IS 2 IN EACH APPLICABLE TASK

Rating Scale

The student:

4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Leads others to contribute to team goals.
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Works cooperatively and contributes ideas and suggestions that enhance team effort.
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Works cooperatively to achieve team goals.
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Works cooperatively.
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

TASK CHECKLIST

The student:

Preparation and Planning

☐ sets goals and establishes steps to achieve them

☐ uses personal initiative to formulate questions and find answers

☐ accesses a range of relevant in-school/community resources

☐ interprets, organizes and combines information into a logical sequence

☐ records information accurately with appropriate supporting detail and uses correct technical terms

☐ plans and uses time effectively

Content

☐ plans, in detail, a marriage ceremony describing the management of resources (time, money, human) to make it successful

Collaboration and Teamwork

☐ cooperates with group members

☐ shares work appropriately among group members

☐ negotiates solutions to problems

Information Sharing

demonstrates effective use of at least two communication media:

e.g., *__Written__: spelling, punctuation, grammar, format (formal/informal)*

__Oral__: voice projection, body language, appearance

__Audio-visual__: techniques, tools, clarity

☐ maintains acceptable grammatical and technical standards through proofreading and editing

☐ provides an introduction that describes the purpose and scope of the project

☐ communicates ideas into a logical sequence with sufficient supporting detail

☐ states a conclusion by synthesizing the information gathered

☐ provides a reference list that includes five or more relevant information sources

COMMENTS

BEST COPY AVAILABLE

DAY CARE ASSESSMENT TOOL CMH2050–1

STANDARD: Students working at or above standard must complete the appropriate exercise and Learning Records from the 1995 *Self-Study Orientation Course for Day Care Staff*. Note: Teachers may use alternative activities to develop and access competencies. The rating scale outlines a continuum of learning by describing behaviours associated with each level of performance. A minimum level of performance has been established. Students are expected to meet or exceed this level of performance.

DAY CARE 1

Minimum Level of Performance: 2

Rating	Exercises	Rating	Learning Records
	Safety Checklist		PM 1-7
	PM 2-6		PM 2-11
			PM 2-12
	PM 3-8		
			PM 3-13/14
			PM 3-15
			PM 4-13/14
			PM 5-11/12
			PM 5-14
			PM 6-11
			PM 6-13
			PM 7-15
	PM 6-10		PM 7-16/17

DAY CARE 1

Number	Learning Record Name
PM 1–7	*A Typical Day for Me at the Day Care*
PM 2–11	*Active Listening Responses*
PM 2–12	*Practice Active Listening*
PM 3–13/14	*Making Thoughtful Inferences*
PM 3–15	*Day Care Observation*
PM 4–13/14	*Observing Physical Development*
PM 5–11/12	*Children Learn as They Explore*
PM 5–14	*Recording Observable Play Behaviour*
PM 6–11	*Promoting Children's Language*
PM 6–13	*Video: Communicating with Children. Alternative—Paragraph on why communicating with children is important*
PM 7–15	*A Case for You to Think About*
PM 7–16/17	*Responding to Social-Emotional Development*

Number	Exercise Name
PM 2–6	*What is the Message?*
PM 3–8	*Observing and Recording*
PM 6–10	*The Better Response*

Rating Scale
The student:

4	demonstrates a thorough understanding of the situation. Problems are solved independently in effective, creative ways. Conclusion is based on analysis of data and supported with sufficient detail.
3	demonstrates an understanding of the situation. Problems are solved effectively in a self-directed manner. Conclusion is based on analysis of data and supported with some detail.
2	demonstrates partial understanding of the situation. Attempts to use a problem-solving strategy with guidance. Conclusion recommends a minimum of solutions.
1	demonstrates some understanding of the situation. Attempts a response but conclusion is general and not supported.
0	fails to understand the situation or attempt a response.
N/A	not applicable.

RESEARCH PROCESS: SPECIAL CONDITIONS CMH2060–2

TASK	RATING					
Preparation and Planning	4	3	2	1	0	N/A
Information Gathering and Processing	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Collaboration and Teamwork	4	3	2	1	0	N/A
Information Sharing	4	3	2	1	0	N/A

STANDARD IS 2 IN EACH APPLICABLE TASK

Rating Scale

The student:

4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Leads others to contribute to team goals.
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Works cooperatively and contributes ideas and suggestions that enhance team effort.
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Works cooperatively to achieve team goals.
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Works cooperatively.
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

TASK CHECKLIST

The student:

Preparation and Planning
- ☐ sets goals and establishes steps to achieve them
- ☐ creates and adheres to useful timelines
- ☐ uses personal initiative to formulate questions and find answers
- ☐ plans and uses time effectively

Information Gathering and Processing
- ☐ accesses a range of relevant in-school/community resources
- ☐ uses a range of information-gathering techniques
- ☐ interprets, organizes and combines information into a logical sequence
- ☐ records information accurately with appropriate supporting detail and uses correct technical terms
- ☐ determines accuracy/currency/reliability of information sources
- ☐ gathers and responds to feedback regarding approach to the task

Content
- ☐ researches a special condition related to the body systems including:
  - disease process
  - heredity factors
  - age influences
  - care required
  - impact of the condition on the individual, the family, the caregiver and the community
  - community resources available

Content (continued)
- ☐ plans a one-day menu for an individual with the condition considering:
  - nutrition
  - presentation
  - promotion of recovery
  - cultural considerations
  - physical problems

Collaboration and Teamwork
- ☐ cooperates with group members
- ☐ shares work appropriately among group members
- ☐ negotiates solutions to problems

Information Sharing
- ☐ demonstrates effective use of two or more communication media:
  e.g., written, oral, audio-visual
- ☐ communicates information in a logical sequence with sufficient supporting detail
- ☐ maintains acceptable grammatical and technical standards
- ☐ cites five or more relevant information sources

COMMENTS

CONCEPT TEST: SENSORY CHALLENGES – SAMPLE QUESTIONS CMH2070–1

1. DIFFERENTIATE between the rods and the cones of the eye.
   Cones control colour vision and visual acuity, rods are used for night vision, light detection and movement.

2. DEFINE general senses and GIVE five (5) examples.
   Vision – eyes – see this test
   Hearing – ears – hear the music
   Tactile – touch – feel the satin pillow with your hand
   Taste – tongue – taste the sour pickle
   Smell – olfactory – smell the fried chicken

3. List the major senses.

4. LIST and DESCRIBE three (3) disorders of the eye.
   Cataracts *– film on lens of eyes; causes gradual and painless deterioration of sight; requires surgery*
   Glaucoma *– slow- or fast-rising increase within eye; may damage rods, cones and optic nerve; requires treatment quickly to prevent blindness*
   Myopia *– nearsightedness; have problem seeing far away objects clearly; lense of eye too curved or eyeball too long; correct with glasses or contact lenses*

5. DESCRIBE three (3) divisions of the ear.
   external ear *– funnel-shaped auricle; external ear canal; tympanic membrane; hair and cerumen (wax) protect it*
   middle ear *– three small ossicles, malleus/incus/stopes; two muscles, sensor tympanis and stapedium help decrease sensitivity to sound*
   inner ear *– essential for hearing and balance; cochlea, semi-circular canals, two chambers; vestibular apparatus (three semi-circular canals) keep you from being dizzy*

6. DESCRIBE the function of the sensory system.

7. LABEL diagrams on the eye and the ear.

PRESENTATIONS/REPORTS: SENSORY CHALLENGES CMH2070–2

TASK	RATING					
Preparation and Planning	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Presenting/Reporting	4	3	2	1	0	N/A
Collaboration and Teamwork	4	3	2	1	0	N/A

STANDARD IS 2 IN EACH APPLICABLE TASK

Rating Scale

The student:

4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Leads others to contribute team goals.
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, and effectively. Works cooperatively and contributes ideas and suggestions that enhance team effort.
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Works cooperatively to achieve team goals
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Works cooperatively
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

TASK CHECKLIST

The student:

Preparation and Planning

☐ sets goals and describes steps to achieve them
☐ uses personal initiative to formulate questions and find answers
☐ accesses a range of relevant in-school/community resources
☐ interprets, organizes and combines information into a logical sequence
☐ records information accurately with appropriate supporting detail and using correct technical terms
☐ plans and uses time effectively
☐ gathers and responds to feedback regarding approach to task and project status

Content

☐ describes a condition affecting the sensory system including:
- pathology (causes, signs and symptoms)
- treatment
- prevention
- social, emotional and economic impact of the condition on the individual, family and community
- resources and technologies available
- adaptations that would promote independence

Presenting/Reporting

demonstrates effective use of at least two communication media:
e.g., Written: spelling, punctuation, grammar, format (formal/informal)
Oral: voice projection, body language, appearance
Audio-visual: techniques, tools, clarity

☐ maintains acceptable grammatical and technical standards through proofreading and editing
☐ provides an introduction that describes the purpose and scope of the project
☐ communicates ideas into a logical sequence with sufficient supporting detail
☐ states a conclusion by synthesizing the information gathered
☐ provides a reference list that includes five or more relevant information sources

Collaboration and Teamwork

☐ cooperates with group members
☐ shares work appropriately among group members
☐ negotiates solutions to problems

COMMENTS

COMMUNICATION SKILLS ASSESSMENT CMH2070–3

STANDARD	Students working **at standard** must demonstrate the technique/skill requirements outlined in the checklists below. The rating scale on the right defines the levels of competencies and should be applied when assessing student performance. The standard performance rating is 2 on all techniques/skills.

TECHNIQUE REQUIREMENTS

The student:

demonstrates the skills necessary to communicate with an individual who has a sensory deficit

RATING	Communication	RATING	
____	☐ numbers (1 - 100; 1,000; 1,000,000)		
____	☐ alphabet		
____	☐ is able to send, receive and interpret simple messages		
____	☐ body language		

STANDARD IS 2 FOR EACH TECHNIQUE/SKILL

Rating Scale

The student:

4	demonstrates initiative that exceeds required techniques/ skills.
3	consistently demonstrates all designated techniques/skills, rarely needs prompting.
2	demonstrates all designated techniques/skills, occasionally needs prompting.
1	demonstrates most designated techniques/skills, frequently needs prompting.
0	does not demonstrate designated techniques/skills.

COMMENTS

CONCEPT TEST: RESPIRATION - SAMPLE QUESTIONS CMH2080–1

ANATOMY

1. A large passageway for air into the thoracic cavity. This passageway is lined with cilia and secretes a mucus material. The outer layer is made up of C-shaped rings.

[✓ Trachea]

2. Match the following terms:
   - a) sinuses
   - b) pharynx
   - c) adenoids
   - d) tonsils
   - e) eustachian tubes
   - f) larynx
   - g) lungs
   - h) mucus
   - i) nose
   - j) ventilation

f voice box
c masses of lymphoid tissue found in the nasopharynx
a eight cavities in the skull
d masses of lymphoid tissue found in the oropharynx
b muscular passageway for food and air passage to lungs
e passageways that connect the middle ear with the pharynx
i the organ of the sense of smell
j the process of getting air in and out of the lungs
h clear, sticky fluid lining the tubes
g basic respiratory organ

PHYSIOLOGY

1. The use each body cell makes of its oxygen supply is described as:
   - a) breathing
   - [✓ b)] internal respiration
   - c) external respiration
   - d) combustion

2. An important responsibility of the alveoli in the respiratory system is:
   - a) to continue breathing activities
   - b) external respiration
   - c) to keep the oxygen level in the brain constant
   - [✓ d)] to pass oxygen from the respiratory system into the circulatory system

PATHOLOGY

1. When a patient is unable to breathe except when sitting up, he or she is said to be:
   - [✓ a)] orthopneic
   - b) dyspneic
   - c) hypocapnic
   - d) apneic

2. Hoarseness or inability to make voice sounds probably would be a result of inflammation or injury of the:
   - a) trachea
   - b) alveoli
   - c) nasal cavities
   - [✓ d)] larynx

3. The more the patient understands about the cause and the spread of tuberculosis, the:
   - a) more frightened the patient will become
   - [✓ b)] easier it will be to talk about the patient's fears
   - c) easier it will be to follow the rules of care
   - d) more the patient will realize that there is little to do except remain in the hospital

4. Codeine is given to the patient with a continuous, unproductive cough for the purpose of:
   - a) loosening the cough
   - [✓ b)] allowing the patient to get some rest
   - c) putting the patient to sleep
   - d) getting a specimen

5. Pulmonary emphysema is considered a non-infectious respiratory condition. The causes include:
   - [✓ a)] air pollution, smoking and aging
   - b) bronchial asthma, sinusitis, and pharyngitis
   - c) bronchial asthma, aging and colitis
   - d) sinusitis and bronchial asthma

6. The operation employed to remove a lung in a patient with cancer is called a(n):
   - [✓ a)] pneumonectomy
   - b) lobectomy
   - c) lungectomy
   - d) carcinomaectomy

7. Mr. G, age 47, was advised to see his doctor because a routine X-ray examination performed at his place of work revealed a lung lesion. Mr. G was a chain smoker. The possibility of a malignancy of the type that originates in the bronchus was being considered. This most common form of lung cancer is:
   - a) metastasis
   - b) papilloma
   - c) myoma
   - [✓ d)] bronchogenic carcinoma

8. A disease characterized by spasms of the bronchial tube walls and dyspnea is called:
   - a) chronic bronchitis
   - b) pleurisy
   - [✓ c)] asthma
   - d) emphysema

PRESENTATIONS/REPORTS: RESPIRATORY CONDITIONS CMH2080–2

TASK	RATING					
Preparation and Planning	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Presenting/Reporting	4	3	2	1	0	N/A
Collaboration/Teamwork	4	3	2	1	0	N/A

STANDARD IS 2 IN EACH APPLICABLE TASK

Rating Scale

The student:

4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Leads others to contribute team goals.
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Works cooperatively and contributes ideas and suggestions that enhance team effort.
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Works cooperatively.
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Works cooperatively
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

TASK CHECKLIST

The student:

Preparation and Planning

☐ sets goals and describes steps to achieve them

☐ uses personal initiative to formulate questions and find answers

☐ accesses a range of relevant in-school/community resources

☐ interprets, organizes and combines information into a logical sequence

☐ records information accurately with appropriate supporting detail and using correct technical terms

☐ plans and uses time effectively

☐ gathers and responds to feedback regarding approach to task and project status

Content

☐ describes a selected respiratory condition as to:
- pathology (causes, signs, symptoms)
- treatment
- prevention
- social, emotional, economic impact on the individual, family and community
- community support resources available

Presenting/Reporting

demonstrates effective use of at least two communication media:
e.g., Written: spelling, punctuation, grammar, format (formal/informal)
Oral: voice projection, body language, appearance
Audio-visual: techniques, tools, clarity

☐ maintains acceptable grammatical and technical standards through proofreading and editing

☐ provides an introduction that describes the purpose and scope of the project

☐ communicates ideas into a logical sequence with sufficient supporting detail

☐ states a conclusion by synthesizing the information gathered

☐ provides a reference list that includes five or more relevant information sources

Collaboration and Teamwork

☐ cooperates with group members

☐ shares work appropriately among group members

☐ negotiates solutions to problems

COMMENTS

Note: Use Tool CMHSCN to assess student competency.

SCENARIO
Eight-year-old Kyle, who has asthma, is playing soccer with his friends on a field close to home. Suddenly he falls and cuts his arm on a rusty piece of metal. The arm has abrasions and cuts. A piece of the rusty metal is embedded in his arm. Kyle begins to wheeze and is having more and more difficulty breathing.
You hear a scuffle outside your apartment door. You peek through the door and see a man with numerous chest wounds. You call 911 for help; ensure your safety and go to assist him. He is short of breath, cyanotic and perspiring profusely. You can see blood-stained bubbles coming from one of the wounds.

CONCEPT TEST: CIRCULATION - SAMPLE QUESTIONS CMH2090–1

PATHOLOGY

1. Mr. A, age 61, has a history of myocardial infarction and ischemic heart disease. He now complains of dizziness, and his pulse rate is found to be 40, an abnormality called:
   - a) sinus arrhythmia
   - [✓ b) bradycardia]
   - c) tachycardia
   - d) premature beats

2. Further testing indicated that there was damage to the conduction system of Mr. A's heart. He was scheduled to have surgery in which a device would be inserted to help regulate the heartbeat. This device is called a(n):
   - [✓ a) artificial pacemaker]
   - b) valve replacement
   - c) coronary bypass
   - d) heart transplant

3. Mr. P, age 52, had been having episodes of pain in the chest and left shoulder known as angina pectoris. He was hospitalized for a procedure in which a catheter with a balloon is used to open up narrow vessels in the heart. This procedure is called:
   - a) valve replacement
   - b) coronary bypass surgery
   - c) heart transplant
   - [✓ d) angioplasty]

4. A circulatory pathway that carries blood to a second capillary bed before it returns to the heart is a(n):
   - [✓ a) portal system]
   - b) venous sinus
   - c) superficial vein
   - d) anastomoses

5. The thick muscular layer in the heart wall is called the:
   - a) endocardium
   - b) pericardium
   - c) septum
   - [✓ d) myocardium]

6. Supplying nutrients to body tissues and carrying off waste products from the tissues are functions of the part of the circulation described as:
   - a) pulmonary
   - b) cellular respiration
   - c) diffusion
   - [✓ d) systemic]

7. The only blood vessels containing valves are the:
   - a) arteries
   - [✓ b) veins]
   - c) capillaries
   - d) arterioles

8. The pacemaker of the heart is located in the upper right atrium and is called the:
   - a) bundle of HIS
   - b) atrioventricular node
   - [✓ c) sinoatrial node]
   - d) tricuspid valve

9. Mr. L was 42 years of age and overweight. During a game of handball he felt severe heart pain; he collapsed in shock. Examination indicated that a clot had formed in a blood vessel supplying the heart, with complete obstruction of blood flow. The scientific name for this disorder is:
   - a) coronary occlusion
   - b) angina pectoris
   - [✓ c) myocardial infarct]
   - d) cerebrovascular accident

PRESENTATIONS/REPORTS: CARDIOVASCULAR CONDITIONS CMH2090–2

TASK	RATING					
Preparation and Planning	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Presenting/Reporting	4	3	2	1	0	N/A
Collaboration/Teamwork	4	3	2	1	0	N/A

STANDARD IS 2 IN EACH APPLICABLE TASK

Rating Scale

The student:

4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Leads others to contribute team goals.
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Works cooperatively and contributes ideas and suggestions that enhance team effort.
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Works cooperatively to achieve team goals.
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Works cooperatively.
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

TASK CHECKLIST

The student:

Preparation and Planning

☐ sets goals and describes steps to achieve them
☐ uses personal initiative to formulate questions and find answers
☐ accesses a range of relevant in-school/community resources
☐ interprets, organizes and combines information into a logical sequence
☐ records information accurately with appropriate supporting detail and using correct technical terms
☐ plans and uses time effectively
☐ gathers and responds to feedback regarding approach to task and project status

Content

☐ describes a selected cardiovascular condition as to:
  – pathology (causes, signs and symptoms)
  – treatment
  – prevention
  – social, emotional, economic impact on the individual, family and community
  – community support resources available

Presenting/Reporting

demonstrates effective use of at least two communication media:
e.g., Written: spelling, punctuation, grammar, format (formal/informal)
Oral: voice projection, body language, appearance
Audio-visual: techniques, tools, clarity
☐ maintains acceptable grammatical and technical standards through proofreading and editing
☐ provides an introduction that describes the purpose and scope of the project
☐ communicates ideas into a logical sequence with sufficient supporting detail
☐ states a conclusion by synthesizing the information gathered
☐ provides a reference list that includes five or more relevant information sources

Collaboration and Teamwork

☐ cooperates with group members
☐ shares work appropriately among group members
☐ negotiates solutions to problems

COMMENTS

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ISSUE ANALYSIS: CIRCULATORY SYSTEM CMH2090–4

TASK	RATING					
Preparation and Planning	4	3	2	1	0	N/A
Analyzing Perspectives	4	3	2	1	0	N/A
Collaboration and Teamwork	4	3	2	1	0	N/A
Evaluating Choices and Making Decisions	4	3	2	1	0	N/A

STANDARD IS 2 IN EACH APPLICABLE TASK

Rating Scale

The student:

4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Leads others to contribute to team goals.
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Works cooperatively and contributes ideas and suggestions that enhance team effort.
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals.
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Works cooperatively.
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

TASK CHECKLIST

The student:

Preparation and Planning
- ☐ accurately describes an issue related to cardiovascular health on which people disagree, explaining areas of disagreement
- ☐ poses one or more thoughtful questions regarding the issue
- ☐ accesses a range of relevant information sources

Analyzing Perspectives
- ☐ categorizes different points of view regarding the issue:
  e.g., cultural, ethical, economic, environmental, health-related, scientific, political
- ☐ states a position on the issue and logical reasons for adopting that position
- ☐ states two or more opposing positions on the issue and logical reasons for adopting each position
- ☐ describes interrelationships among different perspectives/points of view
- ☐ determines accuracy/currency/reliability of information and ideas

Collaboration and Teamwork
- ☐ shares work appropriately among group members
- ☐ respects and considers the views of others
- ☐ negotiates solutions to the health-related issue

Evaluating Choices/Making Decisions
- ☐ identifies important and appropriate alternatives regarding the issue
- ☐ establishes knowledge- and value-based criteria for assessing each alternative
- ☐ selects an appropriate alternative by showing differences among choices
- ☐ assesses strengths/weaknesses of decisions by considering consequences
- ☐ communicates ideas in logical sequence to justify choices/decisions made
- ☐ ______________________________
  ____
  ____
  ____

COMMENTS

CONCEPT TEST: MUSCULAR/SKELETAL - SAMPLE QUESTIONS CMH2100–1

1. Muscles are attached to bone by
   - a) ligaments
   - b) cartilage
   - c) joints
   - [✓ d)] tendons

2. A muscle contraction that increases the tension in muscles without producing movement is called:
   - [✓ a)] isotonic
   - b) tetanus
   - c) isometric
   - d) treppe

3. The movement of a skeletal muscle that makes the angle at the joint smaller is called
   - a) abduction
   - [✓ b)] flexion
   - c) extension
   - d) adduction

4. Inflammation of a fluid-filled sac near a bone is called:
   - a) tendinitis
   - [✓ b)] bursitis
   - c) carpal tunnel syndrome
   - d) myositis

5. **Read this case statement and answer the following question**:

   Driver J and his two companions tried to race an oncoming train to an intersection. J misjudged the speed of the train, and the train crashed into the car. All occupants of the car received multiple injuries.

   Driver J was thrown against the steering wheel, which punctured his chest. This puncture involved the muscles between the ribs called the:
   - a) diaphragm
   - [✓ b)] intercostal muscles
   - c) sacrospinalis
   - d) external abdominal oblique

6. Infant bones are softer and more flexible because they are composed largely of:
   - a) cartilage
   - b) calcium
   - c) marrow
   - [✓ d)] periosteum

7. The purpose of discs between vertebrae is to:
   - a) provide strength and support
   - b) link the vertebral column together
   - [✓ c)] provide flexibility and absorb shocks
   - d) protect the spinal cord

8. The large hole in the centre of each vertebrae is called the:
   - a) spine or spinous process
   - [✓ b)] foramen
   - c) body
   - d) spinal cord

9. An injury resulting in rupturing or tearing of the ligaments is called a:
   - a) dislocation
   - b) simple fracture
   - [✓ c)] sprain
   - d) greenstick fracture

10. An infection of bone caused by pus-producing bacteria is called:
    - a) osteoporosis
    - b) rickets
    - [✓ c)] osteomyelitis
    - d) lordosis

PRESENTATIONS/REPORTS: MUSCULOSKELETAL CONDITIONS CMH2100–2

TASK	RATING					
Preparation and Planning	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Presenting/Reporting	4	3	2	1	0	N/A
Collaboration and Teamwork	4	3	2	1	0	N/A

STANDARD IS 2 IN EACH APPLICABLE TASK

Rating Scale

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1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Works cooperatively.
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

TASK CHECKLIST

The student:

Preparation and Planning

☐ sets goals and describes steps to achieve them
☐ uses personal initiative to formulate questions and find answers
☐ accesses a range of relevant in-school/community resources
☐ interprets, organizes and combines information into a logical sequence
☐ records information accurately with appropriate supporting detail and using correct technical terms
☐ plans and uses time effectively
☐ gathers and responds to feedback regarding approach to task and project status

Content

☐ describes a selected musculoskeletal condition as to:
- pathology (causes, signs, symptoms)
- treatment
- prevention
- social, emotional and economic impact on the individual, family and community
- community support resources available

Presenting/Reporting

demonstrates effective use of at least two communication media:
e.g., Written: spelling, punctuation, grammar, format (formal/informal)
Oral: voice projection, body language, appearance
Audio-visual: techniques, tools, clarity
☐ maintains acceptable grammatical and technical standards through proofreading and editing
☐ provides an introduction that describes the purpose and scope of the project
☐ communicates ideas into a logical sequence with sufficient supporting detail
☐ states a conclusion by synthesizing the information gathered
☐ provides a reference list that includes five or more relevant information sources

Collaboration and Teamwork

☐ cooperates with group members
☐ shares work appropriately among group members
☐ negotiates solutions to problems

COMMENTS

Note: Use Tool CMHSCN to assess student competency.

SCENARIO
Brendon was trying out for the senior basketball team and wanted to be in top shape. They had just finished a practice in the gym but he and Trevor decided to go for a couple of laps around the outdoor track to finish off their day. As they were running out to the track Brendon stepped in a gopher hole and twisted his right ankle.
Sarah and Melissa were walking home from their band practice. The weather had been nasty with freezing rain and cooler temperatures. "I wish we had phoned Mom to come and get us," said Sarah. Just then Melissa slipped and fell backwards with her right arm stretched back to try to save herself from banging her head.

RESEARCH PROCESS: COMPLEMENTARY THERAPIES CMH2110–1

TASK	RATING					
Preparation and Planning	4	3	2	1	0	N/A
Information Gathering and Processing	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Collaboration and Teamwork	4	3	2	1	0	N/A
Information Sharing	4	3	2	1	0	N/A

STANDARD IS 2 IN EACH APPLICABLE TASK

Rating Scale

The student:

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0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

TASK CHECKLIST

The student:

Preparation and Planning
- ☐ sets goals and establishes steps to achieve them
- ☐ creates and adheres to useful timelines
- ☐ uses personal initiative to formulate questions and find answers
- ☐ plans and uses time effectively

Information Gathering and Processing
- ☐ accesses a range of relevant in-school/community resources
- ☐ uses a range of information-gathering techniques
- ☐ interprets sequence
- ☐ records information accurately with appropriate supporting detail and uses correct technical terms
- ☐ determines accuracy/currency/reliability of information sources
- ☐ gathers and responds to feedback regarding approach to the task

Content
- ☐ researches and critiques one complementary therapy as to:
  - specific components
  - ethical considerations
  - consumer issues
  - community resources
  - prevalence of the therapy
  - future outlook for the therapy
  - career opportunities including personal characteristics, education/training, working conditions, salaries and benefits, employment/entrepreneurial opportunities

Collaboration and Teamwork
- ☐ cooperates with group members
- ☐ shares work appropriately among group members
- ☐ negotiates solutions to problems

Information Sharing
- ☐ demonstrates effective use of one or more communication media:
  e.g., written, oral, audio-visual
- ☐ communicates ideas in a logical sequence with sufficient supporting detail
- ☐ maintains acceptable grammatical and technical standards
- ☐ cites five or more relevant information sources

COMMENTS

FIRST AID: SAMPLE SCENARIOS CMH2120-1

Note: Use Tool CMHSCN to assess student competency.

SCENARIO
You and your friends have decided to head out to Kathy's cabin at the lake as soon as you finish writing your Math 10 exam. On the way there you stop at McDonald's and buy Big Macs, fries and a super size coke. When you get to the lake, Andy can hardly wait to get into the water. Sue tells him to wait at least half an hour because you have all eaten a big meal. Andy laughs at her and jumps into the water and starts swimming out in the lake. Suddenly he stops, hollers "Cramps" and starts flailing about in the water. Jim hollers at him to stop clowning around and come in for a game of volleyball. You realize he is in trouble and call for someone to help you get the boat started. When you get to Andy he is under water and you have to search for him. You find him and haul him to the surface just as Jim and Sue are ready to jump out of the boat to help.
You and your friends are out horseback riding when a rattlesnake frightens your horses. One of your friends is bucked off and lands hard in the sitting position right next to the snake, which strikes, biting him on the calf of his left leg. Besides the bite, he is complaining of pain in his public area and feels the need to urinate right away. He tries to stand up but can't for the pain. You rush to him as soon as you get the horses under control and the snake has slithered away.
Your father is lighting the furnace in your trailer when you hear a huge bang! The force of the explosion has blown him right out of the trailer. Your mother is screaming at the top of her lungs for you to do something. You see he has first- and second-degree burns to his face, neck, arms and chest. He is holding the left side of his chest and appears to be having a problem with his breathing even through he is conscious.
A group of you decided to go tobogganing out at the canyon. You had a number of toboggans, crazy carpets and a couple of tubes. Three of you got on the toboggan and started down the hill. Suddenly the toboggan was out of control heading for a group of trees. You rolled off and pulled Sandy with you. Jeff stayed on and ran smack into a big spruce tree! When you and Sandy go to him he was unconscious; his face was cut and swelling and bruising was already obvious; his jaw was hanging down; his respirations were gurgling. There was a pink fluid oozing from his nose and right ear. There was a lump on his right clavicle, which showed through his parka.
For the summer you have taken on 12 lawns to mow on a weekly basis. You are hurrying to finish your last one so you can meet your friends and go to the water slide. There seems to be something knocking against the blade of the mower so you stop to have a look. Your friend asks why you have stopped. When you tell him he says he can fix it and bends down to have a look. You accidentally bump the gear shift and the mower lurches forward over Mike's left hand. You try to get control of the mower, shut it off and run back to Mike. He is holding up a hand minus four fingers. There is blood spurting everywhere!
You and your friend are skidooing after supper one evening. You are racing around the field when she hollers that there are better drifts in the fields across the road. She takes the lead, racing down the ditch to the nearest approach. She guns her machine to cross the road and does not hear you warning her of the vehicle approaching fast from the left. The driver tries to stop but it's icy and he can't, and slides into her. The bumper of the car has fractured her femur and the grill has given her an open fracture of her humerus. She is very frightened, crying and spitting up blood from the cuts in her mouth.

PRESENTATIONS/REPORTS: SPORTS FIRST AID CMH2130–1

TASK	RATING
Preparation and Planning	4 3 2 1 0 N/A
Content	4 3 2 1 0 N/A
Presenting/Reporting	4 3 2 1 0 N/A
Collaboration and Teamwork	4 3 2 1 0 N/A

STANDARD IS 2 IN EACH APPLICABLE TASK

Rating Scale

The student:

4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Leads others to contribute team goals.
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Works cooperatively and contributes ideas and suggestions that enhance team effort.
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TASK CHECKLIST

The student:

Preparation and Planning

☐ sets goals and describes steps to achieve them
☐ uses personal initiative to formulate questions and find answers
☐ accesses a range of relevant in-school/community resources
☐ interprets, organizes and combines information into a logical sequence
☐ records information accurately with appropriate supporting detail and using correct technical terms
☐ plans and uses time effectively
☐ gathers and responds to feedback regarding approach to task and project status

Content

☐ describes three roles and responsibilities of an Athletic First Aider
☐ identifies and describes a minimum of eight activities that will contribute to a healthy athlete and help reduce sports injuries
☐ identifies the body structures most susceptible to athletic injuries
☐ describes the most common athletic injuries

Presenting/Reporting

demonstrates effective use of at least two communication media:
e.g., Written: spelling, punctuation, grammar, format (formal/informal)
Oral voice projection, body language, appearance
Audio-visual: techniques, tools, clarity
☐ maintains acceptable grammatical and technical standards through proofreading and editing
☐ provides an introduction that describes the purpose and scope of the project
☐ communicates ideas into a logical sequence with sufficient supporting detail
☐ states a conclusion by synthesizing the information gathered
☐ provides a reference list that includes five or more relevant information sources

Collaboration and Teamwork

☐ cooperates with group members
☐ shares work appropriately among group members
☐ negotiates solutions to problems

COMMENTS

Note: Use Tool CMHSCN to assess student competency

SCENARIOS
Gail is playing racketball when she suddenly has a coughing spell and then falls to the ground unconscious.
PE 20 class is practising golf at a driving range. Leah accidentally walks behind Darcy just as he is taking a backswing. He accidentally hits Leah. She is conscious but has a lot of bleeding near her left eye.
Joe is playing on the school football team. During a game, he is hit hard from behind. He loses consciousness for two minutes, has a bleeding scalp wound and complains of tingling in his feet.
In a soccer game, Kathy rolls her ankle laterally. She complains of a large amount of pain, has restricted range of motion, considerable bruising and swelling and some deformity.
Jack is running with a friend when he complains of muscle cramps, headache, nausea and vomiting. His behaviour is irrational and his skin is cold and clammy.

CONCEPT TEST: SPORTS FIRST AID - SAMPLE QUESTIONS — CMH2130–3

1. The primary responsibility of the Athletic First Aider is to:
   [✓ a)] provide first aid
   b) nutritional guidance
   c) treat recurrent sports injuries
   d) complete physical examinations for athletes

2. Which of the following pieces of information would be necessary on a Athlete's Medical Form:
   a) medications
   b) allergies
   c) contact lenses
   [✓ d)] all of the above

3. An athlete who is taking prescribed drugs:
   [✓ a)] should receive physician approval to exercise
   b) is not allowed to compete in team events
   c) can become seriously ill after intense exercise
   d) can exercise without any restrictions

4. Weight control:
   a) has no bearing on injury prevention
   b) should never be practised by an athlete
   [✓ c)] places less stress on the musculoskeletal system
   d) will reduce physical ability

5. The use of alcohol can predispose an athlete to injury because:
   [✓ a)] it slows thinking and response time
   b) it increases heart rate
   c) it can cause shock symptoms
   d) it speeds up reaction time

6. Goalie pads protect by:
   a) dispersing the force
   b) deflecting the force
   c) supporting the joints
   [✓ d)] absorbing the force

7. List three possible hazards that can make an environment unsafe.

8. Muscles fatigue quickly and stop contracting because:
   a) there is an over-accumulation of carbon dioxide
   [✓ b)] there is an over-accumulation of lactic acid
   c) the athlete has been involved in aerobic exercise for an excessive length of time
   d) the athlete ate before the competition

9. Which statement is true:
   a) sprinters only need to develop aerobic power
   b) anaerobic power would be essential for gymnastics
   [✓ c)] aerobic and anaerobic power is necessary for any well-trained athlete
   d) aerobic power is exercise provided without the benefit of oxygen

10. Strength is defined as:
   [✓ a)] amount of force a muscle can exert
   b) the number of times a muscle can contract
   c) how long a muscle can remain contracted
   d) how quickly a muscle recovers after contraction

11. The range of motion that a joint can move through is referred to as:
   a) hyper-mobility
   b) hyper-extension
   c) muscular strength
   [✓ d)] flexibility

12. Which statement is true?
   a) nerve impulse travels faster through cold tissue
   [✓ b)] warming up will reduce resistance to stretch
   c) stretching exercises are performed before warming up exercises
   d) warming up exercises decrease cardiac output

13. Which of the following is not a good hygiene practice?
   [✓ a)] the use of common water bottles
   b) the use of footwear during showers
   c) proper disinfection of equipment exposed to body fluids
   d) covering all open wounds during competition

14. Injuries that heal but leave the body structures weakened or stretched are classified as:
   a) acute
   [✓ b)] recurrent
   c) chronic
   d) infectious

15. Which statement is incorrect:
   a) loss of function can indicate a fracture or a sprain
   b) a broken bone that penetrates through the skin is called a compound fracture
   c) apply ice to a closed fracture
   [✓ d)] sprains are less serious than fractures and do not require a medical referral

16. A muscle strain:
   a) results from a blow to the muscle
   [✓ b)] occurs when muscle fibres are torn
   c) should initially be treated with heat until the swelling stops
   d) occurs when a joint is moved beyond its normal range of motion

17. If a joint is dislocated:
    - [✓ a)] splint and treat as a fracture
    - b) gently place the joint in its normal position
    - c) gently encourage the athlete to move the joint to prevent stiffening
    - d) refer to a physician only if there is severe bruising, pain, swelling and instability

18. The first aid for any suspected injury to the central nervous system would include:
    - a) remove the athlete from the playing field
    - b) remove the athlete only after applying a cervical collar
    - c) place the athlete on a stretcher before moving him/her
    - [✓ d)] complete immobilization until the athlete is examined by medical personnel

19. R.I.C.E means:
    - [✓ a)] rest, ice, compression, elevation
    - b) rest, immobilize, cold, exercise
    - c) rehabilitation, immobilize, cold, exercise
    - d) rest, ice, comfort, elevate

20. The suggested regimen for R.I.C.E includes all but one of the following activities:
    - a) apply ice directly to the injured area
    - [✓ b)] apply ice for 20 minutes out of every half hour for the first 48 hours
    - c) use compression at all times except when sleeping
    - d) elevate the injured part above the level of the heart

21. List four pieces of information you must have for an Emergency Action Plan

22. A.B.C.C. means: ____________________

23. In order to assess an athlete's breathing:
    - a) place the athlete on his or her back before conducting an assessment
    - b) remove the helmet so that you can assess properly
    - [✓ c)] look, listen and feel to determine air exchange
    - d) give two breaths to see if the chest rises

24. Control of severe bleeding includes:
    - a) elevate the athlete's head and shoulders above the injury
    - [✓ b)] direct pressure to the injury
    - c) use a tourniquet if bleeding cannot be stopped
    - d) direct pressure to the site below the injury

25. Shock:
    - a) only occurs if an injury is severe
    - b) is treated with cold packs to the forehead
    - [✓ c)] is treated by keeping the athlete warm
    - d) is easily recognized because the athlete will appear flushed and hot

26. Loss of recent memory, headache, nausea, mental confusion and disturbances in vision would be indications of:
    - a) abdominal injury
    - b) severe blood loss
    - c) shock
    - [✓ d)] head injury

27. Which of the following activities could result in an infection?
    - a) covering blisters as they form
    - b) washing abrasions with soap and water
    - c) covering minor abrasions with a sterile bandage
    - [✓ d)] applying ointments or creams to lacerations

28. Temporary paralysis (spasm) of the diaphragm:
    - a) can be relieved by laying flat
    - b) usually subsides with rest and reassurance
    - c) is relieved by taking short, fast breaths
    - [✓ d)] requires immediate rescue breathing

29. Which of the following required referral to medical personnel?
    - a) a contusion to the area around the mouth
    - [✓ b)] blurred or double vision
    - c) small foreign objects in the eye that can be flushed out
    - d) minor bleeding in the eye with the absence of other symptoms

30. If a tooth is knocked out and player is unconscious:
    - a) clean the tooth with hydrogen peroxide
    - [✓ b)] wrap the tooth in a saline soaked gauze
    - c) attempt to replace the tooth
    - d) apply heat to encourage clot formation in the socket

31. Heat exhaustion can be prevented by:
    - a) the use of salt tablets before exercising
    - [✓ b)] adequate hydration before and during exercise
    - c) avoid heavy exercise in humid weather
    - d) practising in the early morning or later in the evening

32. Factors that increase the risk of hypothermia include:
    - a) wet clothing
    - b) tight fitting clothes
    - c) use of alcohol
    - [✓ d)] all of the above

TASK	RATING					
Preparation and Planning	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Presenting/Reporting	4	3	2	1	0	N/A

STANDARD IS 2 IN EACH APPLICABLE TASK

Rating Scale

The student:

4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
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TASK CHECKLIST

The student:

Preparation and Planning
- ☐ sets goals and describes steps to achieve them
- ☐ uses personal initiative to formulate questions and find answers
- ☐ accesses a range of relevant in-school/community resources
- ☐ interprets, organizes and combines information into a logical sequence
- ☐ records information accurately with appropriate supporting detail and using correct technical terms
- ☐ plans and uses time effectively
- ☐ gathers and responds to feedback regarding approach to task and project status

Content
- ☐ outlines an ideal emergency plan that will ensure that injured athletes receive the necessary care as quickly as possible
- ☐ indicates what information should be included on an Athlete's Medical Information card
- ☐ identifies supplies that should be included in a Sports First Aid kit
- ☐ explains why an Athletic First Aider must be attentive throughout the game
- ☐ describes the ABCC protocol
- ☐ indicates when and how an athlete with a minor injury could be moved
- ☐ lists the criteria that must be met before an athlete returns to complete activity

Presenting/Reporting

demonstrates effective use of at least two communication media:
e.g., __Written__: spelling, punctuation, grammar, format (formal/informal)
__Oral__: voice projection, body language, appearance
__Audio-visual__: techniques, tools, clarity

- ☐ maintains acceptable grammatical and technical standards through proofreading and editing
- ☐ provides an introduction that describes the purpose and scope of the project
- ☐ communicates ideas into a logical sequence with sufficient supporting detail
- ☐ states a conclusion by synthesizing the information gathered
- ☐ provides a reference list that includes five or more relevant information sources

COMMENTS

BEST COPY AVAILABLE

PRESENTATIONS/REPORTS: FAMILY LIFE CYCLE CMH3010–1

TASK	RATING
Preparation and Planning	4 3 2 1 0 N/A
Content	4 3 2 1 0 N/A
Presenting/Reporting	4 3 2 1 0 N/A
Collaboration/Teamwork	

STANDARD IS 2 IN EACH APPLICABLE TASK

Rating Scale

The student:

4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Leads others to contribute team goals.
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0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

TASK CHECKLIST

The student:

Preparation and Planning

☐ sets goals and describes steps to achieve them
☐ uses personal initiative to formulate questions and find answers
☐ accesses a range of relevant information sources and recognizes when additional information is required
☐ interprets, organizes and combines information into creative and thoughtful ways
☐ records information accurately with appropriate correct technical terms and supporting detail
☐ plans and uses time effectively, prioritizing tasks on a consistent basis
☐ asses and refines approaches to tasks and project status based on feedback and reflections

Content

☐ defines each stage of the family life cycle
☐ describes the focus of family life in each stage of the cycle
☐ describe the roles and responsibilities of the family in each stage of the cycle
☐ describe the family dynamics inherent at each stage

Presenting/Reporting

demonstrates effective use of at least two communication media:
e.g., __Written__: spelling, punctuation, grammar, format (formal/informal, technical/literary)
__Oral__: voice projection, body language, appearance, enthusiasm, evidence of prior practice
__Audio-visual__: techniques, tools, clarity, speed and pacing
☐ maintains acceptable grammatical and technical standards through proofreading and editing
☐ provides an introduction that describes the purpose and scope of the project
☐ communicates thoughts/feelings/ideas clearly to justify or challenge a position
☐ states a conclusion by analyzing and synthesizing the information gathered
☐ gives evidence of adequate research through a reference list including seven or more relevant information sources

Collaboration and Teamwork

☐ cooperates with team members
☐ shares work appropriately among group members
☐ negotiates with sensitivity solutions to problems
☐ displays effective communication and leadership skills

COMMENTS

FAMILY LIFE CYCLE: ILLUSTRATIVE EXAMPLE

CMH3010–2

Family Life Cycle	Definition	Focus of This Stage	Roles & Responsibility	Family Dynamics	Example
Beginning	• *two people living together in a committed relationship*	• *establishing a home* • *acting as a team* • *setting career goals*	• *establishing daily routines* • *resource management*	• *working out relationships with others, e.g., family/friends*	
Expanding	• *choosing to have children, 0 - preschool*	• *birth of children* • *child care issues*	• *child care* • *budgeting money*	• *maintaining relationships as a couple, e.g., while establishing relationships with children*	
Developing	• *children, parents, kindergarten to grade 12*	• *focus turns to school and community resources* • *skills towards independence (for children)*	• *supporting skills development and children more through school*	• *adjusting to outside influences, e.g., school, community peers*	
Launching	• *children leaving home (when first leave home)*	• *children move out to set up own residence*	• *support and encouragement* • *financial support /emotional support*	• *parents adjust to change of influence in children's lives* • *children adjust to greater autonomy*	
Middle Age	• *children gone* • *parent(s) alone, still employed*	• *establishing new goals and purpose*	• *establishing plans for retirement* • *finding new challenges*	• *re-establish personal relationships (friends, spousal, children)*	
Retirement	• *leaving employment*	• *resource/time management* • *self-development*	• *maintaining activity level that is personally rewarding* • *maintaining supportive role for children's families*	• *establishing new roles and new family relationships (grandchildren/in-laws)*	

STANDARD IS 3 IN EACH APPLICABLE TASK

Rating Scale

The student:

4	3	2	1	0
exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

PRESENTATIONS/REPORTS: FAMILY COMPARISON CMH3010–3

TASK	RATING					
Preparation and Planning	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Teamwork and Collaboration	4	3	2	1	0	N/A
Presenting/Reporting	4	3	2	1	0	N/A

STANDARD IS 2 IN EACH APPLICABLE TASK

Rating Scale

The student:

4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Leads others to contribute team goals.
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Works cooperatively and contributes ideas and suggestions that enhance team effort.
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Works cooperatively to achieve team goals.
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Works cooperatively.
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

Task Checklist

The student:

Preparation and Planning

- ☐ sets goals and describes steps to achieve them
- ☐ uses personal initiative to formulate questions and find answers
- ☐ accesses a range of relevant information sources and recognizes when additional information is required
- ☐ interprets, organizes and combines information in creative and thoughtful ways
- ☐ records information accurately using appropriate technical terms and supporting detail
- ☐ plans and uses time effectively, prioritizing tasks on a consistent basis
- ☐ assesses and refines approaches to task and project status based on feedback and reflections

Content:

- ☐ completes a comparative analysis of at least two cultures as to:
  - – family structure
  - – family dynamics
  - – family traditions
  - – education and health beliefs/practices
  - -

Presenting/Reporting

- ☐ demonstrates effective use of at least communication media:
  e.g., __Written__: spelling, punctuation, grammar, format (formal/informal)
  __Oral__: voice projection, body language, appearance
  __Audio-visual__: techniques, tools, clarity
- ☐ maintains acceptable grammatical and technical standards through proofreading and editing
- ☐ provides an introduction that describes the purpose and scope of the project
- ☐ communicates thoughts/feelings/ideas clearly to justify or challenge a position
- ☐ states a conclusion by analyzing and synthesizing the information gathered
- ☐ gives evidence of adequate research through a reference list including seven or more relevant information sources

Collaboration and Teamwork

- ☐ cooperates with team members
- ☐ shares work appropriately among group members
- ☐ negotiates with sensitivity solutions to problems
- ☐ displays effective communication and leadership skills

COMMENTS

PRESENTATIONS/REPORTS: CHANGE AND FAMILY WELL-BEING CMH3010–4

TASK	RATING					
Preparation and Planning	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Presenting/Reporting	4	3	2	1	0	N/A
Teamwork/Collaboration	4	3	2	1	0	N/A

STANDARD IS 2 IN EACH APPLICABLE TASK

Rating Scale

The student:

4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Leads others to contribute team goals.
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Works cooperatively and contributes ideas and suggestions that enhance team effort.
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Works cooperatively to achieve team goals.
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Works cooperatively.
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

Task Checklist

The student:

Preparation and Planning

☐ sets goals and describes steps to achieve them
☐ uses personal initiative to formulate questions and find answers
☐ accesses a range of relevant information sources and recognizes when additional information is required
☐ interprets, organizes and combines information in creative and thoughtful ways
☐ records information accurately using appropriate technical terms and supporting detail
☐ plans and uses time effectively, prioritizing tasks on a consistent basis
☐ assesses and refines approaches to task and project status based on feedback and reflections

Content:

☐ describes a factor that would produce changes in a family and assess the influence of this change on all dimensions of well-being:
  – career changes
  – relationship changes
  – personal changes
  – financial changes
☐ analyzes the change as to:
  – prevalence
  – interrelatedness on all dimensions of well-being
  – community support resources available
  – positive and negative affects
  – legal implications

Presenting/Reporting

☐ demonstrates effective use of a variety of communication media:
e.g., Written: spelling, punctuation, grammar, format (formal/informal)
Oral: voice projection, body language, appearance
Audio-visual: techniques, tools, clarity
☐ maintains acceptable grammatical and technical standards through proofreading and editing
☐ provides an introduction that describes the purpose and scope of the project
☐ communicates thoughts/feelings/ideas clearly to justify or challenge a position
☐ states a conclusion by analyzing and synthesizing the information gathered
☐ gives evidence of adequate research through a reference list including seven or more relevant information sources

Teamwork and Collaboration

☐ cooperates with team members
☐ shares work appropriately among group members
☐ negotiates with sensitivity, solutions to problems
☐ displays effective communication and leadership skills

COMMENTS

SCENARIO ASSESSMENT WORKSHEET CMH3020–1

STANDARD	Students working **at standard** must analyze the scenarios as described in the module. The rating scale on the bottom defines the level of competencies and should be applied when assessing student performance. Standard performance rating is stated in the module.

SCENARIO	ISSUES ACCORDING TO PARENTAL SYTLE	SOLUTIONS/PLAN OF ACTION		CONCLUSION/FOLLOW UP	
		PRIORITY	RATIONALE	FURTHER STEPS	OUTCOMES
1.	a) Authoritarian				
	b) Authoritative (Democratic)				
	c) Permissive				
2.	a) Authoritarian				
	b) Authoritative (Democratic)				
	c) Permissive				

Rating Scale

The student:

4	demonstrates a thorough understanding of the situation. Problems are solved independently in effective, creative ways. Conclusion is based on analysis of data and supported with sufficient detail.
3	demonstrates an understanding of the situation. Problems are solved effectively in a self-directed manner. Conclusion is based on analysis of data and supported with some detail.
2	demonstrates partial understanding of the situation. Attempts to use a problem-solving strategy with guidance. Conclusion recommends a minimum of solutions.
1	demonstrates some understanding of the situation. Attempts a response but conclusion is general and not supported.
0	fails to understand the situation or attempt a response.
N/A	not applicable.

PRESENTATIONS/REPORTS: PARENTING STYLES COMPARISON CMH3020–2

TASK	RATING					
Preparation and Planning	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Collaboration and Teamwork	4	3	2	1	0	N/A
Presenting/Reporting	4	3	2	1	0	N/A

Rating Scale

The student:

4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Leads others to contribute team goals.
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Works cooperatively and contributes ideas and suggestions that enhance team effort.
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Works cooperatively to achieve team goals.
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Works cooperatively.
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

Task Checklist

The student:

Preparation and Planning

☐ sets goals and describes steps to achieve them
☐ uses personal initiative to formulate questions and find answers
☐ accesses a range of relevant information sources and recognizes when additional information is required
☐ interprets, organizes and combines information in creative and thoughtful ways
☐ records information accurately using appropriate technical terms and supporting detail
☐ plans and uses time effectively, prioritizing tasks on a consistent basis
☐ assesses and refines approaches to task and project status based on feedback and reflections

Content:

☐ compares the parenting styles and the affect on family dynamics of at least two different cultures

Teamwork and Collaboration

☐ cooperates with team members
☐ shares work appropriately among group members
☐ negotiates with sensitivity, solutions to problems
☐ displays effective communication and leadership skills

Presenting/Reporting

☐ demonstrates effective use of a variety of communication media:
e.g., Written: spelling, punctuation, grammar, format (formal/informal)
Oral: voice projection, body language, appearance
Audio-visual: techniques, tools, clarity
☐ maintains acceptable grammatical and technical standards through proofreading and editing
☐ provides an introduction that describes the purpose and scope of the project
☐ communicates thoughts/feelings/ideas clearly to justify or challenge a position
☐ states a conclusion by analyzing and synthesizing the information gathered
☐ gives evidence of adequate research through a reference list including seven or more relevant information sources

COMMENTS

Note: Use Tool CMH3020–1 to assess student competency.

SCENARIO
Kelsey and Thomas, twins, enjoy playing with their building blocks. They do not, however, enjoy picking them up and putting them away when they are finished.
Melissa, a 14-year-old Grade 8 student, has been asked to go to a rock concert by Jordan, an 18-year-old Grade 12 student. Melissa's parents have some concerns.
Jennifer's mother, who is a single working parent, would like Jennifer to prepare dinner twice during the week on the evenings she has to work late. In addition to this, Jennifer is expected to help with the dishes and to keep her room tidy. Jennifer claims that too much is expected of her, and refuses to accept responsibility for these "chores."

PRESENTATIONS/REPORTS: PARENTING CMH3020–4

TASK	RATING					
Preparation and Planning	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Presenting/Reporting	4	3	2	1	0	N/A

Rating Scale

The student:

4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

Task Checklist

The student:

Preparation and Planning

☐ sets goals and describes steps to achieve them
☐ uses personal initiative to formulate questions and find answers
☐ accesses a range of relevant information sources and recognizes when additional information is required
☐ interprets, organizes and combines information in creative and thoughtful ways
☐ records information accurately using appropriate technical terms and supporting detail
☐ plans and uses time effectively, prioritizing tasks on a consistent basis
☐ assesses and refines approaches to task and project status based on feedback and reflections

Content:

☐ identifies the rewards and challenges of parenting throughout the family life cycle

Presenting/Reporting

☐ demonstrates effective use of a variety of communication media:
e.g., Written: spelling, punctuation, grammar, format (formal/informal)
Oral: voice projection, body language, appearance
Audio-visual: techniques, tools, clarity
☐ maintains acceptable grammatical and technical standards through proofreading and editing
☐ provides an introduction that describes the purpose and scope of the project
☐ communicates thoughts/feelings/ideas clearly to justify or challenge a position
☐ states a conclusion by analyzing and synthesizing the information gathered
☐ gives evidence of adequate research through a reference list including seven or more relevant information sources

COMMENTS

PRESENTATIONS/REPORTS: Readiness For Parenting CMH3020–5

TASK	RATING
Preparation and Planning	4 3 2 1 0 N/A
Content	4 3 2 1 0 N/A
Presenting and Reporting	4 3 2 1 0 N/A

STANDARD IS 3 IN EACH APPLICABLE TASK

Rating Scale

The student:

4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

TASK CHECKLIST

The student:

Preparation and Planning

☐ set goals and establishes steps to achieve them
☐ use personal initiative to formulate questions and find answers
☐ accesses a range of relevant information sources and recognizes when additional information is required
☐ interprets, organizes and combines information in creative and thoughtful ways
☐ records information accurately using appropriate technical terms and supporting detail
☐ plans and uses time effectively, prioritizing tasks on a consistent basis
☐ assess and refines approaches to task and project status based on feedback and reflections

Content

☐ assesses a personal readiness for parenting including:
  – psychologically/emotionally
  – physically
  – financially
  – philosophically

Presenting/Reporting

demonstrates effective use of a variety of communication media:
e.g., __Written__: spelling, punctuation, grammar, format (formal/informal, technical/literary)
__Oral__: voice projection, body language, appearance, enthusiasm, evidence of prior practice
__Audio-visual__: techniques, tools, clarity, speed and pacing

☐ maintain acceptable grammatical and technical standards through proofreading and editing
☐ provide an introduction that describes the purpose and scope of the project
☐ communicates thoughts/feeling/ ideas clearly to justify or challenge a position
☐ state a conclusion by analyzing and synthesizing the information gathered
☐ give evidence of adequate research through a reference list including seven or more relevant information sources

COMMENTS

PRESENTATIONS/REPORTS: SENIORS' CONTRIBUTIONS CMH3030–1

TASK	RATING					
Preparation and Planning	4	3	2	1	0	N/A
Information Gathering and Processing	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Collaboration and Teamwork	4	3	2	1	0	N/A
Information Sharing	4	3	2	1	0	N/A

STANDARD IS 3 IN EACH APPLICABLE TASK

Rating Scale

The student:

4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Leads others to contribute to team goals.
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Works cooperatively and contributes ideas and suggestions that enhance team effort.
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Works cooperatively.
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Works cooperatively.
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

Task Checklist

The student:

Preparation and Planning

☐ sets goals and describes steps to achieve them
☐ creates and adheres to detailed timeline
☐ uses personal initiative to formulate questions and find answers
☐ accesses a range of relevant information sources and recognizes when additional information is required
☐ plans and uses time effectively, prioritizing tasks on a consistent basis

Information Gathering and Processing

☐ accesses a range of relevant information sources and recognizes when additional information is required
☐ demonstrates resourcefulness in collecting data
☐ interprets, organizes and combines information in creative and thoughtful ways
☐ records information accurately with appropriate supporting detail and using correct technical terms
☐ recognizes underlying bias/assumptions/values in information sources
☐ assesses and refines approaches to the task and project status based on feedback and reflection

Content:

☐ identifies the contributions seniors are making to society
☐ assesses the impact of these contributions:
  – to the individual
  – to the family
  – to the community
  – globally

Collaboration and Teamwork

☐ cooperates with group members
☐ shares work appropriately among group members
☐ negotiates with sensitivity solutions to problems
☐ displays effective communication and leadership skills

Information Sharing

☐ demonstrates effective use of a variety of communication media:
e.g., written, oral, audio-visual
☐ communicates thoughts/feelings/ideas clearly to justify or challenge a position
☐ maintains acceptable grammatical and technical standards
☐ gives evidence of adequate information gathering by citing seven or more relevant information sources

COMMENTS

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SAMPLE QUESTION: AGING CMH3030–2

1. As they age, some people feel that life no longer has meaning for them. This emotional change may be caused by several things for the aging individual; name three.

2. John and Judy have lived for 30 years in a large bungalow on an acreage. They are finding the upkeep of the home too demanding and have decided to look into other housing. What choices may they consider?
   condominium
   over-55 housing development
   seniors apartments

3. The National Safety Council reports that preventable injuries are the sixth leading cause of death among those 65 years of age and older. Many of these injuries occur in the home. Name four things that could be done to make the home safer for older people.
   clear traffic areas of extraneous furniture
   skid-resistant rugs and bath mats
   good lighting on sidewalks and stairwells
   modifying for wheelchair accessibility if needed

4. Aging affects people in many ways. Changes occur physically, mentally, socially and emotionally. Give two changes that may occur in each of the three areas.
   physical: – *body weakens*
   – *bones may break more easily*
   – *muscle tone and abilities decrease*
   mental: – *memory loss may occur*
   – *often increased logic and understanding*
   social: – *gender roles become more similar*
   – *friendships may become more important*
   – *may become depressed and discouraged easily*
   – *strong sense of loss when loved one dies*

5. Two theories explain how the lives of older adults change as they age. Name and explain both theories
   a) *Activity Theory:*
      – *"use it or lose it"*
      – *stay busy as long as possible*
   b) *Disengagement Theory:*
      – *withdrawal from others and activity*

6. Which of the following senses is the first to deteriorate as we age?
   a) sight
   [✓ *b)*] *hearing*
   c) taste
   d) touch

7. Which of the following statements is FALSE?
   a) most elderly people need to reduce their calorie intake
   b) the bones of elderly people change in composition
   [✓ *c)*] *older people should not exercise because they tire easily*
   d) older people have wrinkles because their skin loses its elasticity

8. Which of the following statements is not true of menopause?
   [✓ *a)*] *inability to have sex*
   b) psychological and emotional changes
   c) hot flashes
   d) irregular hormone production

9. At what age does the body begin to age?
   a) 20
   [✓ *b)*] *25*
   c) 30
   d) 35

PRESENTATIONS/REPORTS: AGING

CMH3030–3

TASK	RATING
Preparation and Planning	4 3 2 1 0 N/A
Content	4 3 2 1 0 N/A
Presenting/Reporting	4 3 2 1 0 N/A
Collaboration and Teamwork	4 3 2 1 0 N/A

STANDARD IS 2 IN EACH APPLICABLE TASK

Rating Scale

The student:

4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Leads others to contribute team goals.
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Works cooperatively and contributes ideas and suggestions that enhance team effort.
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Works cooperatively to achieve team goals.
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Works cooperatively.
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

Task Checklist

The student:

Preparation and Planning
- ☐ sets goals and describes steps to achieve them
- ☐ uses personal initiative to formulate questions and find answers
- ☐ accesses a range of relevant information sources and recognizes when additional information is required
- ☐ interprets, organizes and combines information in creative and thoughtful ways
- ☐ records information accurately using appropriate technical terms and supporting detail
- ☐ plans and uses time effectively, prioritizing tasks on a consistent basis
- ☐ assesses and refines approaches to task and project status based on feedback and reflections

Content:
- ☐ describes an age-related conditions:
  - – signs and symptoms
  - – treatment and care
  - – impact on the individual, the family and the community
- ☐ identifies the community support resources that are available

Presenting/Reporting
- ☐ demonstrates effective use of a variety of communication media:
  e.g., Written: spelling, punctuation, grammar, format (formal/informal)
  Oral: voice projection, body language, appearance
  Audio-visual: techniques, tools, clarity
- ☐ maintains acceptable grammatical and technical standards through proofreading and editing
- ☐ provides an introduction that describes the purpose and scope of the project
- ☐ communicates thoughts/feelings/ideas clearly to justify or challenge a position
- ☐ states a conclusion by analyzing and synthesizing the information gathered
- ☐ gives evidence of adequate research through a reference list including seven or more relevant information sources

Collaboration and Teamwork
- ☐ cooperates with group members
- ☐ shares work appropriately among group members
- ☐ negotiates with sensitivity solutions to problems
- ☐ displays effective communication and leadership skills

COMMENTS

Note: Use Tool CMHSCN to assess student competency.

SCENARIO
Karna's grandfather has become very depressed. He's stopped taking care of himself and is often unshaven, unbathed and wearing dirty clothing. He mutters that all of his friends have died and there is no one who needs him or is interested in him anymore. He has begun drinking heavily.
Alex's grandfather often does not respond when Alex asks a question of him. He often will sit there and nod. He complains that nobody wants to talk to him anymore. Alex's grandmother says that her husband needs a hearing aid but that he refuses to even visit a hearing specialist.
Two couples, the Smiths and the Joneses, were friends for 30 years. They took holidays together, enjoyed square dancing and played bridge at least once a week. Mr. Smith, while square dancing, had a heart attack and died. The Joneses are devastated at the loss of a close friend, but have resolved to move on. However, the relationship with Mrs. Smith is now very uncomfortable and everyone is unsure of how to deal with it.
Mary comes into her mother's home and finds the kitchen filled with smoke. Her mother, aged 75, is rocking quietly in front of the television, unaware that the tea kettle had boiled dry. This is the fourth or fifth time that Mary has found such an incident while visiting. Two weeks later, the community health nurse meets with Mary and family to discuss alternative services. Mary's mother is furious with them and has vowed to never forgive them.
Shawn, the youngest of four children, always enjoyed a special relationship with his parents. He assumed that his children would discover the wonderful qualities of their grandparents when and if he became a father. Now Shawn's parents are retired and are enjoying the "golden years". They are actively involved with their friends, travel extensively and volunteer at their local church. Shawn would like them to spend time with his sons. However, when he calls his parents, they have often already made plans. Shawn accuses his parents of not caring for his children and is resentful of their carefree lifestyle.

CONCEPT TEST: PRENATAL AND POSTNATAL CARE—SAMPLE QUESTIONS CMH3040–1

1. The purpose of fontanelles is:
   - [✓ a)] to allow the skull bones to overlap during childbirth
   - b) to provide a barrier on the surface of the skin
   - c) to allow cerebral spinal fluid to circulate
   - d) to provide immunity for the first two months of life

2. Any defect or abnormality present at birth is called:
   - a) hereditary
   - b) chronic
   - c) degenerations
   - [✓ d)] congenital

3. Colostrum is:
   - [✓ a)] the first breast milk composed of white blood cells and serum
   - b) the first bowel movement of a newborn
   - c) the soft spots on the baby's head
   - d) pinhead-sized white spots on the baby's face

4. A positive sign of pregnancy is:
   - a) morning sickness
   - b) enlargement of the uterus
   - [✓ c)] fetal pulse
   - d) positive Aschheim-Zondk test

5. The blastoderm is made up of layers of cells. The outer layer called the ecoderm develops into the:
   - a) skeleton and muscles
   - b) internal organs
   - c) digestive system
   - [✓ d)] brain and nervous system

6. Descent of the fetal head into the pelvis toward the end of gestation is called:
   - [✓ a)] lightening
   - b) effacement
   - c) labour
   - d) false labour

7. The widening of the cervical opening during labour and delivery is called:
   - a) contraction
   - b) engagement
   - [✓ c)] dilatation
   - d) prolapse

8. What type of tissue is the uterus composed mainly of?
   - [✓ a)] muscle
   - b) epithelial
   - c) connective
   - d) placenta

9. The technique by which amniotic fluid is removed using a needle to screen for genetic disorders or diseases is:
   - a) ultrasound
   - b) abortion
   - c) genetic engineering
   - [✓ d)] amniocentesis

10. Ova travel from the ovaries to the uterus through the:
    - a) internal os
    - b) external os
    - [✓ c)] fallopian tubes
    - d) fascia

PRESENTATIONS/REPORTS: PRENATAL AND POSTNATAL CARE CMH3040–2

TASK	RATING					
Preparation and Planning	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Presenting/Reporting	4	3	2	1	0	N/A
Collaboration and Teamwork	4	3	2	1	0	N/A

STANDARD IS 3 IN EACH APPLICABLE TASK

Rating Scale

The student:

4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Leads others to contribute to team goals.
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Works cooperatively and contributes ideas and suggestions that enhance team effort.
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Works cooperatively to achieve team goals.
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively.
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

Task Checklist

The student:

Preparation and Planning

☐ sets goals and describes steps to achieve them
☐ uses personal initiative to formulate questions and find answers
☐ accesses a range of relevant information sources and recognizes when additional information is required
☐ interprets, organizes and combines information in creative and thoughtful ways
☐ records information accurately using appropriate technical terms and supporting detail
☐ plans and uses time effectively, prioritizing tasks on a consistent basis
☐ assesses and refines approaches to task and project status based on feedback and reflections

Content:

☐ identifies signs and symptoms of pregnancy
☐ describes embryonic/fetal development
☐ describes maternal changes that accompany each body system
☐ outlines special care of fetus and mother during pregnancy:
  – demonstrates pre-natal and post-natal exercises
  – plans a nutritional diet
☐ recognizes signs of impending labour and delivery
☐ describes the process of labour and delivery:
  – outlines procedures to follow during an emergency childbirth
☐ outlines procedures to following during the puerperium:
  – feeding
  – personal care of the infant
  – personal care of the mother
  – bonding
☐ discusses complications that can occur during pregnancy, labour, delivery and the puerperium period

Presenting/Reporting

☐ demonstrates effective use of a variety of communication media:
  e.g., __Written__: spelling, punctuation, grammar, format (formal/informal)
  __Oral__: voice projection, body language, appearance
  __Audio-visual__: techniques, tools, clarity
☐ maintains acceptable grammatical and technical standards through proofreading and editing
☐ provides an introduction that describes the purpose and scope of the project
☐ communicates thoughts/feelings/ideas clearly to justify or challenge a position
☐ states a conclusion by analyzing and synthesizing the information gathered
☐ gives evidence of adequate research through a reference list including seven or more relevant information sources

Collaboration and Teamwork

☐ cooperates with group members
☐ shares work appropriately among group members
☐ negotiates with sensitivity solutions to problems
☐ displays effective communication and leadership skills

PRESENTATIONS/REPORTS: Impact of Pregnancy and Birth CMH3040–3

TASK	RATING					
Preparation and Planning	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Presenting and Reporting	4	3	2	1	0	N/A
Collaboration and Teamwork	4	3	2	1	0	N/A

STANDARD IS 3 IN EACH APPLICABLE TASK

Rating Scale

The student:

4	Exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Leads others to contribute team goals.
3	Meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Works cooperatively and contributes ideas and suggestions that enhance team effort.
2	Meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Works cooperatively to achieve team goals.
1	Meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Works cooperatively.
0	Has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

TASK CHECKLIST

The student:

Preparation and Planning

☐ set goals and establishes steps to achieve them
☐ use personal initiative to formulate questions and find answers
☐ accesses a range of relevant information sources and recognizes when additional information is required
☐ interprets, organizes and combines information in creative and thoughtful ways
☐ records information accurately using appropriate technical terms and supporting detail
☐ plans and uses time effectively, prioritizing tasks on a consistent basis
☐ assess and refines approaches to task and project status based on feedback and reflections

Content

☐ discusses the rights and roles/responsibilities of the father
☐ determines the impact of pregnancy, labour, delivery and the post-natal period on:
  – mother
  – father
  – siblings
  – extended family
☐ compares how maternal age differences can affect pregnancy and post-natal care
  – physical
  – social
  – emotional
  – economic
☐ compares the impact of pregnancy and post-natal care on two different cultures:
  – mother
  – father
  – siblings
  – family

Presenting/Reporting

demonstrates effective use of a variety of communication media:
e.g., Written: spelling, punctuation, grammar, format (formal/informal, technical/literary)
Oral: voice projection, body language, appearance, enthusiasm, evidence of prior practice
Audio-visual: techniques, tools, clarity, speed and pacing
☐ maintain acceptable grammatical and technical standards through proofreading and editing
☐ provide an introduction that describes the purpose and scope of the project
☐ communicates thoughts/feeling/ideas clearly to justify or challenge a position
☐ state a conclusion by analyzing and synthesizing the information gathered
☐ give evidence of adequate research through a reference list including seven or more relevant information sources

Collaboration and Teamwork

☐ cooperates with team members
☐ shares work appropriately among group members
☐ negotiates with sensitivity solutions to problems
☐ displays effective communication and leadership skills

COMMENTS

PRENATAL AND POSTNATAL SAMPLE SCENARIOS CMH3040–4

Note: Use Tool CMHSCN to assess student competencies.

SCENARIO
Susan is a Grade 12 student who is very athletic. When she visited the doctor for her pre-basketball physical examination, she found out she was pregnant.
Nazima is a 23-year-old Muslim woman. This is her first pregnancy. She moved to Westlock from Pakistan seven months ago to marry her husband Salim. The marriage was arranged by the families and the young couple seem to be happy in their new home. They observe traditional religious practices. The observation of Ramadan begins in two weeks.
Gail is a young married woman who has just learned that she is expecting her third child. She describes herself as a "light smoker (15 cigarettes a day) and a moderate drinker in social situations." Her other two children are healthy. Her husband Dan works on oil rigs and is home every three weeks.

DAY CARE ASSESSMENT TOOL **CMH3050–1**

STANDARD: Students working at or above standard must complete the appropriate exercise and Learning Records from the 1995 *Self-Study Orientation Course for Day Care Staff*. Note: Teachers may use alternative activities to develop and access competencies. The rating scale outlines a continuum of learning by describing behaviours associated with each level of performance. A minimum level of performance has been established. Students are expected to meet or exceed this level of performance.

Rating	Exercises	Rating	Learning Records
	PM 8-16/17		PM 8-21
	PM 8-18		PM 9-17/18
	PM 10-8 & PM10-9		PM 9-19/20
	PM 10-13/14		PM 10-15
	PM 11-4/5		PM 10-17/18
	PM 11-7		PM 11-14
	PM 11-9		PM 11-17
	PM 12-3 ✱		PM 13-7/8/9
	PM 12-7/8 ✱		PM 13-15/16
	PM 12-10 ✱		PM 13-17/18/19
	PM 12-11 ✱		PM 14-14
	PM 12-12/13 ✱		PM 14-15
	PM 12-15/16 ✱		PM 15-9
	PM 13-7/8/9		PM 15-10

✱ **Alternative activity – see module**

DAY CARE II

Number	Learning Record Name
PM 8–15/16/17	*What Kind of an Experience is This?*
PM 8–18	*What Kind of Response is This?*
PM 10–8	*The Adult Role in the Play Program*
PM 10–9	*Facilitating Play Video Guide: Providing for Play*
PM 10–13/14	*Involvement*
PM 11–4/5	*Eating Together*
PM 11–7	*Making Rest Time Restful*
PM 11–9	*Toileting Practices*
PM 12–7/8	*Prevention: The Day Care Environment*
PM 12–10	*Prevention: Establishing Guidelines*
PM 12–12/13	*Intervention: Redirecting Children's Play*
PM 12–15/16	*Guidance Situations for Discussion*
PM 13–7/8/9	*Some Questions about the Day Care Regulation*

Number	Exercise Name
PM 8–21/22	*Planning a Creative Experience*
PM 9–17/18	*Is This an Example of Play?*
PM 9–19/20	*What is the Value of this Play?*
PM 10–15	*Participating in Play*
PM 10–17/18	*Recording an Example of Facilitating Play*
PM 11–14	*Viewing* Day Care Matters - *#03 Nurturing Through Physical Routines Video*
PM11–17	*Smooth, Unhurried Transitions*
PM 13–15/16	*Day Care Centres–A Healthy Place to Be*
PM 13–17/18/19	*Day Care – A Safe Place to Be*
PM 14–14	*Resources in My Community*
PM 14–15	*Video: Supporting Family Relationships*
PM 15–10	*Agencies Dealing with Child Abuse*

Rating Scale
The student:

4	demonstrates a thorough understanding of the situation. Problems are solved independently in effective, creative ways. Conclusion is based on analysis of data and supported with sufficient detail.
3	demonstrates an understanding of the situation. Problems are solved effectively in a self-directed manner. Conclusion is based on analysis of data and supported with some detail.
2	demonstrates partial understanding of the situation. Attempts to use a problem-solving strategy with guidance. Conclusion recommends a minimum of solutions.
1	demonstrates some understanding of the situation. Attempts a response but conclusion is general and not supported.
0	fails to understand the situation or attempt a response.
N/A	not applicable.

PRESENTATIONS/REPORTS: CHILD ABUSE

CMH3050–2

TASK	RATING
Preparation and Planning	4 3 2 1 0 N/A
Content	4 3 2 1 0 N/A
Presenting/Reporting	4 3 2 1 0 N/A

STANDARD IS 3 IN EACH APPLICABLE TASK

Rating Scale

The student:

4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Leads others to contribute to team goals.
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Works cooperatively and contributes ideas and suggestions that enhance team effort.
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Works cooperatively to achieve team goals.
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Works cooperatively.
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

Task Checklist

The student:

Preparation and Planning

☐ sets goals and describes steps to achieve them
☐ uses personal initiative to formulate questions and find answers
☐ accesses a range of relevant information sources and recognizes when additional information is required
☐ interprets, organizes and combines information in creative and thoughtful ways
☐ records information accurately using appropriate technical terms and supporting detail
☐ plans and uses time effectively, prioritizing tasks on a consistent basis
☐ assesses and refines approaches to task and project status based on feedback and reflections

Content:

☐ describes signs of child abuse and responsibility of day-care workers to report suspected abuse, including:
- types of child abuse
- indicators of child abuse
- ways of responding to child abuse
- ways caregivers can help prevent child abuse

Presenting/Reporting

☐ demonstrates effective use of a variety of communication media:
e.g., Written: spelling, punctuation, grammar, format (formal/informal)
Oral: voice projection, body language, appearance
Audio-visual: techniques, tools, clarity
☐ maintains acceptable grammatical and technical standards through proofreading and editing
☐ provides an introduction that describes the purpose and scope of the project
☐ communicates thoughts/feelings/ideas clearly to justify or challenge a position
☐ states a conclusion by analyzing and synthesizing the information gathered
☐ gives evidence of adequate research through a reference list including seven or more relevant information sources

COMMENTS

PRESENTATIONS/REPORTS: DEATH AND DYING CMH3060–1

TASK	RATING					
Preparation and Planning	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Presenting/Reporting	4	3	2	1	0	N/A
Collaboration and Teamwork	4	3	2	1	0	N/A

STANDARD IS 3 IN EACH APPLICABLE TASK

Rating Scale

The student:

4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Leads others to contribute to team goals.
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Works cooperatively and contributes ideas and suggestions that enhance team effort.
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Works cooperatively to achieve team goals.
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Works cooperatively.
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

Task Checklist

The student:

Preparation and Planning

- ☐ sets goals and describes steps to achieve them
- ☐ uses personal initiative to formulate questions and find answers
- ☐ accesses a range of relevant information sources and recognizes when additional information is required
- ☐ interprets, organizes and combines information in creative and thoughtful ways
- ☐ records information accurately using appropriate technical terms and supporting detail
- ☐ plans and uses time effectively, prioritizing tasks on a consistent basis
- ☐ assesses and refines approaches to task and project status based on feedback and reflections

Content:

- ☐ examines the theme of "loss":
  - – the grief process
  - – physical, mental and social issues
- ☐ identifies the stages of dying and the palliative process with reference to:
  - – physical changes
  - – emotional needs
  - – palliative care
- ☐ outlines procedures following death:
  - – post-mortem care
  - – bereavement support

Content (continued)

- ☐ discusses impact on caregiver:
  - – caregiver stress/grief
  - – ways to access support
- ☐ identifies community support resources

Presenting/Reporting

- ☐ demonstrates effective use of a variety of communication media:
  e.g., __Written__: spelling, punctuation, grammar, format (formal/informal)
  __Oral__: voice projection, body language, appearance
  __Audio-visual__: techniques, tools, clarity
- ☐ maintains acceptable grammatical and technical standards through proof-reading and editing
- ☐ provides an introduction that describes the purpose and scope of the project
- ☐ communicates thoughts/feelings/ideas clearly to justify or challenge a position
- ☐ states a conclusion by analyzing and synthesizing the information gathered
- ☐ gives evidence of adequate research through a reference list including seven or more relevant information sources

Collaboration and Teamwork

- ☐ cooperates with team members
- ☐ shares work appropriately among group members
- ☐ negotiates with sensitivity solutions to problems
- ☐ displays effective communication and leadership skills

COMMENTS

RESEARCH PROCESS: CHALLENGED INDIVIDUALS CMH3070–1

TASK	RATING					
Preparation and Planning	4	3	2	1	0	N/A
Information Gathering and Processing	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Collaboration and Teamwork	4	3	2	1	0	N/A
Information Sharing	4	3	2	1	0	N/A

STANDARD IS 2 IN EACH APPLICABLE TASK

Rating Scale

The student:

4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Leads others to contribute to team goals.
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Works cooperatively and contributes ideas and suggestions that enhance team effort.
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Works cooperatively to achieve team goals.
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Works cooperatively.
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

Task Checklist

The student:

Preparation and Planning

☐ sets goals and describes steps to achieve them
☐ creates and adheres to detailed timelines
☐ uses personal initiative to formulate questions and find answers
☐ plans and uses time effectively, prioritizing tasks on a consistent basis.

Information Gathering and Processing

☐ accesses a range of relevant information sources and recognizes when additional information is required.
☐ demonstrates resourcefulness in collecting data
☐ interprets, organizes and combines information in creative and thoughtful ways
☐ records information accurately with appropriate supporting detail and using correct technical terms
☐ recognizes underlying biases/assumptions/values in information sources
☐ assesses and refines approaches to the task and project status based on feedback and reflection

Content

☐ researches a minimum of two challenged individuals with regard to:
- description of the condition (causes, signs, symptoms)
- treatments
- adaptations to promote independence
- resources and technologies available
- social, emotional and economic impact on the individual, the family and the community.

Collaboration and Teamwork

☐ cooperates with group members
☐ shares work appropriately among group members
☐ negotiates, with sensitivity, solutions to problems
☐ display effective communication and leadership skills

Information Sharing

☐ demonstrates effective use of a variety of communication media:
e.g., written, oral, audio-visual
☐ communicates thoughts/feelings/ideas clearly to justify or challenge a position
☐ maintains acceptable grammatical and technical standards
☐ gives evidence of adequate information gathering by citing seven or more relevant information sources.

COMMENTS

CONCEPT TEST: DIGESTION/ELIMINATION SYSTEMS — CMH3080–1

1. The lower jaw is the:
   - *a) maxilla*
   - *b) gingiva*
   - [✓ *c) mandible*]
   - *d) uvula*

2. The enzyme contained in saliva is:
   - *a) pepsin*
   - [✓ *b) ptyalin*]
   - *c) steapsin*
   - *d) insulin*

3. When you swallow, this flap of cartilage prevents food from going down your trachea and into your lungs:
   - *a) bolus*
   - [✓ *b) epiglottis*]
   - *c) rugae*
   - *d) LES*

4. The semi-liquid mixture of food and gastric juice that is formed in the stomach and enters the small intestine is called:
   - *a) bolus*
   - *b) cycle*
   - *c) slime*
   - [✓ *d) chyme*]

5. An inflammation of the stomach lining is called:
   - *a) flatus*
   - [✓ *b) gastritis*]
   - *c) esophagitis*
   - *d) pylorus*

6. A yellowish skin colour cased by the absorption of bile into the bloodstream is:
   - *a) carotinemia*
   - *b) cyanosis*
   - *c) pallor*
   - [✓ *d) jaundice*]

7. Describe how the small intestine prepares food for absorption.

8. Describe the digestive function of the liver.

9. Match each description in column I with the correct term in column II.

COLUMN I

_______ waste product eliminated through lungs
_______ blood filter
_______ stones in the kidneys
_______ water and nitrogenous wastes
_______ inflammation of the mucous membrane lining the bladder
_______ helps regulation of body temperature
_______ urinary duct

COLUMN II

A) anuria
B) calculi
C) carbon dioxide
D) cystitis
E) uremia
I) ureter
J) urine
K) urinometer

PRESENTATIONS/REPORTS: DIGESTION/ELIMINATION CONDITIONS CMH3080–2

TASK	RATING					
Preparation and Planning	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Presenting/Reporting	4	3	2	1	0	N/A
Teamwork and Collaboration	4	3	2	1	0	N/A

STANDARD IS 3 IN EACH APPLICABLE TASK

Rating Scale

The student:

4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Leads others to contribute to team goals.
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Works cooperatively and contributes ideas and suggestions that enhance team effort.
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Works cooperatively to achieve team goals.
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively.
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

Task Checklist

The student:

Preparation and Planning
- ☐ sets goals and describes steps to achieve them
- ☐ uses personal initiative to formulate questions and find answers
- ☐ accesses a range of relevant information sources and recognizes when additional information is required
- ☐ interprets, organizes and combines information in creative and thoughtful ways
- ☐ records information accurately using appropriate technical terms and supporting detail
- ☐ plans and uses time effectively, prioritizing tasks on a consistent basis
- ☐ assesses and refines approaches to task and project status based on feedback and reflections

Content
- ☐ describes a selected digestion/elimination condition to:
  - – pathology (causes, signs, symptoms)
  - – treatment
  - – prevention
  - – social, emotional and economic impact on the individual, family and community
  - – community support resources available

Presenting/Reporting
- ☐ demonstrates effective use of a variety of communication media:
  e.g., __Written__: spelling, punctuation, grammar, format (formal/informal)
  __Oral__: voice projection, body language, appearance
  __Audio-visual__: techniques, tools, clarity
- ☐ maintains acceptable grammatical and technical standards through proofreading and editing
- ☐ provides an introduction that describes the purpose and scope of the project
- ☐ communicates thoughts/feelings/ideas clearly to justify or challenge a position
- ☐ states a conclusion by analyzing and synthesizing the information gathered
- ☐ gives evidence of adequate research through a reference list including seven or more relevant information sources

Collaboration and Teamwork
- ☐ cooperates with team members
- ☐ shares work appropriately among group members
- ☐ negotiates with sensitivity, solutions to problems
- ☐ displays effective communication and leadership skills

COMMENTS

BEST COPY AVAILABLE

DIGESTION/ELIMINATION SAMPLE SCENARIOS CMH3080–3

Note: Use Tool CMHSCN to assess student competencies.

SCENARIO
Ryan is two years old and just learning how to use the toilet. Unfortunately, when he was urinating in the toilet, the lid slammed shut.
Dillon is three months old. For the past two days, he has had diarrhea that is so watery that it seeps out his diaper. Now he is vomiting whenever he has his bottle. He has a fever of 39°C, is flushed, his skin is dry and his fontanelle is sunken.
Kathy is 20 years old. She woke up this morning complaining of abdominal pain. She has rebound tenderness in her lower right quadrant. Kathy is nauseated and has a fever. She has not had a bowel movement for at least 36 hours.
Joyce is a lifeguard at the Taber swimming pool. She is in and out of the water several times a day. Lately, she has had to make more frequent trips to the washroom and twice, she lost some urine before she could get there. She has not felt well the past week and experiences a burning sensation when she voids.

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CONCEPT TEST: NERVOUS/ENDOCRINE SYSTEMS

CMH3090–1

1. The basic functioning unit of the nervous system is the:
   a) *nephron*
   [✓ b)] *neuron*
   c) *moron*
   d) *astrocycte*

2. The method by which the nervous system transmits information is:
   a) *hormones*
   b) *neurons*
   c) *filtration*
   [✓ d)] *nerve impulses*

3. The circulating fluid found in the central nervous system is:
   a) *blood*
   [✓ b)] *cerebrospinal fluid*
   c) *water*
   d) *lacrimal fluid*

4. Define the following terms:
   a) steroids:
      - *organic compound derived from fats*
   b) polyphagia:
      - *excessive eating*
   c) glycosuria
      - *sugar in urine*

5. Complete the following:
   a) the master gland is called the:
      - *pituitary*
   b) Diabetes is caused by hypofunction of the:
      - *pancreas*
   c) "Fight" and "Flight" glands are called the:
      - *adrenals*

6. If you are assisting in the care of a head-injury patient, you should note and report:
   a) *disorientation*
   b) *alterations in speech*
   c) *changes in levels of consciousness*
   [✓ d)] *all of the above*

7. You come into a room and find a patient having a seizure. You should:
   a) *leave and find help*
   b) *restrain the patent's movements*
   c) *raise the foot of the bed*
   [✓ d)] *remove any object the patient might hit*

8. *Otitis media* is an infection of the:
   a) *sinus cavities*
   b) *eye*
   c) *brain*
   [✓ d)] *middle ear*

PRESENTATIONS/REPORTS: NERVOUS AND ENDOCRINE SYSTEMS CMH3090–2

TASK	RATING					
Preparation and Planning	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Presenting/Reporting	4	3	2	1	0	N/A
Teamwork and Collaboration	4	3	2	1	0	N/A

Rating Scale

The student:

4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Leads others to contribute team goals.
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Works cooperatively and contributes ideas and suggestions that enhance team effort.
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Works cooperatively to achieve team goals.
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Works cooperatively.
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

Task Checklist

The student:

Preparation and Planning

- ☐ sets goals and describes steps to achieve them
- ☐ uses personal initiative to formulate questions and find answers
- ☐ accesses a range of relevant information sources and recognizes when additional information is required
- ☐ interprets, organizes and combines information in creative and thoughtful ways
- ☐ records information accurately using appropriate technical terms and supporting detail
- ☐ plans and uses time effectively, prioritizing tasks on a consistent basis
- ☐ assesses and refines approaches to task and project status based on feedback and reflections

Content:

- ☐ describes a selected nervous and endocrine condition as to:
  - – pathology (causes, signs, symptoms)
  - – treatment
  - – prevention
  - – social, emotional and economic impact on the individual, the family and the community
  - – suggestions to reduce the impact on the individual and the family
  - – community support resources available

Presenting/Reporting

- ☐ demonstrates effective use of a variety of communication media:
  e.g., *Written:* *spelling, punctuation, grammar, format (formal/informal)*
  Oral: *voice projection, body language, appearance*
  Audio-visual: *techniques, tools, clarity*
- ☐ maintains acceptable grammatical and technical standards through proofreading and editing
- ☐ provides an introduction that describes the purpose and scope of the project
- ☐ communicates thoughts/feelings/ideas clearly to justify or challenge a position
- ☐ states a conclusion by analyzing and synthesizing the information gathered
- ☐ gives evidence of adequate research through a reference list including seven or more relevant information sources

Collaboration and Teamwork

- ☐ cooperates with team members
- ☐ shares work appropriately among group members
- ☐ negotiates with sensitivity solutions to problems
- ☐ displays effective communication and leadership skills

COMMENTS

Note: Use Tool CMHSCN to assess student competency.

SCENARIO
Your friend Susan has diabetes. She has explained her condition to you including her daily insulin treatments and her carefully regulated diet. During Phys Ed class you notice that Susan is becoming weak and disoriented. Suddenly she falls and appears injured.
You have asked several friends to your home to a pizza party. Everyone is sitting around talking, laughing and listening to your latest CD when Jason falls to the floor in an epileptic seizure.

PRESENTATIONS/REPORTS: MENTAL HEALTH CMH3100–1

TASK	RATING
Preparation and Planning	4 3 2 1 0 N/A
Content	4 3 2 1 0 N/A
Presenting/Reporting	4 3 2 1 0 N/A
Collaboration and Teamwork	4 3 2 1 0 N/A

STANDARD IS 3 IN EACH APPLICABLE TASK

Rating Scale

The student:

4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Leads others to contribute to team goals.
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Works cooperatively and contributes ideas and suggestions that enhance team effort.
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Works cooperatively to achieve team goals.
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Works cooperatively.
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

TASK CHECKLIST

The student:

Preparation and Planning

☐ sets goals and establishes steps to achieve them
☐ uses personal initiative to formulate questions and find answers
☐ accesses a range of relevant information sources and recognizes when additional information is required
☐ interprets, organizes and combines information in creative and thoughtful ways
☐ records information accurately using appropriate technical terms and supporting detail
☐ plans and uses time effectively, prioritizing tasks on a consistent basis
☐ assesses and refines approaches to task and project status based on feedback and reflections

Content

☐ describes a psychological disorder:
  – pathology (causes, signs, symptoms)
  – treatment
  – prevention
  – social, emotional and economic impact on the individual, family and community
  – community support resources available

Presenting/Reporting

demonstrates effective use of a variety of communication media:
e.g., Written: spelling, punctuation, grammar, format (formal/informal, technical/literary)
Oral: voice projection, body language, appearance, enthusiasm, evidence of prior practice
Audio-visual: techniques, tools, clarity, speed and pacing
☐ maintains acceptable grammatical and technical standards through proofreading and editing
☐ provides an introduction that describes the purpose and scope of the project
☐ communicates thoughts/feelings/ideas clearly to justify or challenge a position
☐ states a conclusion by analyzing and synthesizing the information gathered
☐ gives evidence of adequate research through a reference list including seven or more relevant information sources

Collaboration and Teamwork

☐ cooperates with team members
☐ shares work appropriately among group members
☐ negotiates with sensitivity solutions to problems
☐ displays effective communication and leadership skills

COMMENTS

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PRESENTATIONS/REPORTS: TRENDS IN HEALTH SERVICES CMH3110–1

TASK	RATING
Preparation and Planning	4 3 2 1 0 N/A
Content	4 3 2 1 0 N/A
Presenting/Reporting	4 3 2 1 0 N/A
Collaboration and Teamwork	4 3 2 1 0 N/A

STANDARD IS 3 IN EACH APPLICABLE TASK

Rating Scale

The student:

4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Leads others to contribute to team goals.
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Works cooperatively and contributes ideas and suggestions that enhance team effort.
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Works cooperatively to achieve team goals.
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Works cooperatively.
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

TASK CHECKLIST

The student:

Preparation and Planning

- ☐ sets goals and establishes steps to achieve them
- ☐ uses personal initiative to formulate questions and find answers
- ☐ accesses a range of relevant information sources and recognizes when additional information is required
- ☐ interprets, organizes and combines information in creative and thoughtful ways
- ☐ records information accurately using appropriate technical terms and supporting detail
- ☐ plans and uses time effectively, prioritizing tasks on a consistent basis
- ☐ assesses and refines approaches to task and project status based on feedback and reflections

Content

- ☐ compares past, present and future trends in health services
- ☐ community/home care versus hospitalization
- ☐ cost of hospitalization and home care
- ☐ effects of changes on medical professionals (job availability, training, autonomy, entrepreneurship, increased use of para-professionals, non-professionals)
- ☐ affects of changes on the individual, family, community
- ☐ researches education/prevention versus treatment

Presenting/Reporting

demonstrates effective use of a variety of communication media:
e.g., Written: spelling, punctuation, grammar, format (formal/informal, technical/literary)
Oral: voice projection, body language, appearance, enthusiasm, evidence of prior practice
Audio-visual: techniques, tools, clarity, speed and pacing

- ☐ maintains acceptable grammatical and technical standards through proofreading and editing
- ☐ provides an introduction that describes the purpose and scope of the project
- ☐ communicates thoughts/feelings/ideas clearly to justify or challenge a position
- ☐ states a conclusion by analyzing and synthesizing the information gathered
- ☐ gives evidence of adequate research through a reference list including seven or more relevant information sources

Collaboration and Teamwork

- ☐ cooperates with team members
- ☐ shares work appropriately among group members
- ☐ negotiates with sensitivity solutions to problems
- ☐ displays effective communication and leadership skills

COMMENTS

PRESENTATIONS/REPORTS: HEALTH SERVICES CMH3110–2

TASK	RATING					
Preparation and Planning	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Presenting/Reporting	4	3	2	1	0	N/A
Collaboration and Teamwork	4	3	2	1	0	N/A

STANDARD IS 3 IN EACH APPLICABLE TASK

Rating Scale

The student:

4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Leads others to contribute to team goals.
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Works cooperatively and contributes ideas and suggestions that enhance team effort.
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Works cooperatively to achieve team goals.
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Works cooperatively.
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

TASK CHECKLIST

The student:

Preparation and Planning
- ☐ sets goals and establishes steps to achieve them
- ☐ uses personal initiative to formulate questions and find answers
- ☐ accesses a range of relevant information sources and recognizes when additional information is required
- ☐ interprets, organizes and combines information in creative and thoughtful ways
- ☐ records information accurately using appropriate technical terms and supporting detail
- ☐ plans and uses time effectively, prioritizing tasks on a consistent basis
- ☐ assesses and refines approaches to task and project status based on feedback and reflections

Content
- ☐ discusses the care available in facilities:
  - – acute care
  - – convalescent care/rehabilitation
  - – extended care
  - – palliative care
- ☐ discusses the care available in the community
- ☐ discusses the services available in a treatment facility:
  - – physicians
  - – nursing
  - – rehabilitation (occupational and physical therapy)
  - – respiratory therapy
  - – radiology
  - – pathology
  - – dietary
  - – housekeeping/maintenance
  - – administration/business
  - – patient support (social services, pastoral care)

Content (continued)
- ☐ describes the purpose of the procedure and the care of the patient before, during and after the following procedures:
  - – general surgery
  - – less invasive surgery using lasers, fibre optics
  - – imaging services (X-ray, CAT scan, ultrasound, MRI)
- ☐ discusses anaesthetic options

Presenting/Reporting

demonstrates effective use of a variety of communication media:
e.g., Written: spelling, punctuation, grammar, format (formal/informal, technical/literary)
Oral: voice projection, body language, appearance, enthusiasm, evidence of prior practice
Audio-visual: techniques, tools, clarity, speed and pacing

- ☐ maintains acceptable grammatical and technical standards through proofreading and editing
- ☐ provides an introduction that describes the purpose and scope of the project
- ☐ communicates thoughts/feelings/ideas clearly to justify or challenge a position
- ☐ states a conclusion by analyzing and synthesizing the information gathered
- ☐ gives evidence of adequate research through a reference list including seven or more relevant information sources

Collaboration and Teamwork
- ☐ cooperates with team members
- ☐ shares work appropriately among group members
- ☐ negotiates with sensitivity solutions to problems
- ☐ displays effective communication and leadership skills

COMMENTS

RESEARCH PROCESS: EMERGING TECHNOLOGIES CMH3110–3

TASK	RATING					
Preparation and Planning	4	3	2	1	0	N/A
Information Gathering and Processing	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Information Sharing	4	3	2	1	0	N/A
Collaboration and Teamwork	4	3	2	1	0	N/A

STANDARD IS 3 IN EACH APPLICABLE TASK

Rating Scale

The student:

4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Leads others to contribute to team goals.
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Works cooperatively and contributes ideas and suggestions that enhance team effort.
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Works cooperatively to achieve team goals.
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Works cooperatively.
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

TASK CHECKLIST

The student:

Preparation and Planning
- ☐ sets goals and establishes steps to achieve them
- ☐ creates and adheres to detailed timeline
- ☐ uses personal initiative to formulate questions and find answers
- ☐ plans and uses time effectively, prioritizing tasks on a consistent basis

Information Gathering and Processing
- ☐ accesses a range of relevant information sources and recognizes when additional information is required
- ☐ demonstrates resourcefulness in collecting data
- ☐ interprets, organizes and combines information in creative and thoughtful ways
- ☐ records information accurately with appropriate supporting detail and using correct technical terms
- ☐ recognizes underlying bias/assumptions/values in information sources
- ☐ assesses and refines approaches to the task and project status based on feedback and reflection

Content
- ☐ Technology ______________________
  - – description
  - – availability/accessibility
  - – social impact
  - – emotional impact
  - – economic impact
  - – ethical issues

Content (continued)
- ☐ Technology ______________________
  - – description
  - – availability/accessibility
  - – social impact
  - – emotional impact
  - – economic impact
  - – ethical issues

Information Sharing
- ☐ demonstrates effective use of a variety of communication media: *e.g., written, oral, audio-visual*
- ☐ communicates thoughts/feelings/ideas clearly to justify or challenge a position
- ☐ maintains acceptable grammatical and technical standards
- ☐ gives evidence of adequate information gathering by citing seven or more relevant information sources

Collaboration and Teamwork
- ☐ cooperates with team members
- ☐ shares work appropriately among group members
- ☐ negotiates with sensitivity solutions to problems
- ☐ displays effective communication and leadership skills

COMMENTS

PRESENTATIONS/REPORTS: CHILD SAFETY

CMH3120–1

TASK	RATING					
Preparation and Planning	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Presenting/Reporting	4	3	2	1	0	N/A

STANDARD IS 3 IN EACH APPLICABLE TASK

Rating Scale

The student:

4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Leads others to contribute to team goals.
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Works cooperatively and contributes ideas and suggestions that enhance team effort.
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Works cooperatively to achieve team goals.
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Works cooperatively.
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

TASK CHECKLIST

The student:

Preparation and Planning

☐ sets goals and establishes steps to achieve them

☐ uses personal initiative to formulate questions and find answers

☐ accesses a range of relevant information sources and recognizes when additional information is required

☐ interprets, organizes and combines information in creative and thoughtful ways

☐ records information accurately using appropriate technical terms and supporting detail

☐ plans and uses time effectively, prioritizing tasks on a consistent basis

☐ assesses and refines approaches to task and project status based on feedback and reflections

Content

☐ describes a minimum of 15 sound practices to childproof the environment, including:
- preventing common accidents
- home safety check
- playground
- transportation
- preventing infection

Presenting/Reporting

demonstrates effective use of a variety of communication media:

e.g., Written: spelling, punctuation, grammar, format (formal/informal, technical/literary)

Oral: voice projection, body language, appearance, enthusiasm, evidence of prior practice

Audio-visual: techniques, tools, clarity, speed and pacing

☐ maintains acceptable grammatical and technical standards through proofreading and editing

☐ provides an introduction that describes the purpose and scope of the project

☐ communicates thoughts/feelings/ideas clearly to justify or challenge a position

☐ states a conclusion by analyzing and synthesizing the information gathered

☐ gives evidence of adequate research through a reference list including seven or more relevant information sources

COMMENTS

SPORTS FIRST AID MANAGEMENT TASKS CMH3130–1

	TASK					
	Equipment	F/A Kit	Facility	Safe Behaviour	Warm-up Activities	Cool-down Activities
Management	4 3 2 1 0 N/A	4 3 2 1 0 N/A	4 3 2 1 0 N/A	4 3 2 1 0 N/A	4 3 2 1 0 N/A	4 3 2 1 0 N/A
Teamwork	4 3 2 1 0 N/A	4 3 2 1 0 N/A	4 3 2 1 0 N/A	4 3 2 1 0 N/A	4 3 2 1 0 N/A	4 3 2 1 0 N/A
Use of Equipment and Tools	4 3 2 1 0 N/A	4 3 2 1 0 N/A	4 3 2 1 0 N/A	4 3 2 1 0 N/A	4 3 2 1 0 N/A	4 3 2 1 0 N/A
Tasks	4 3 2 1 0 N/A	4 3 2 1 0 N/A	4 3 2 1 0 N/A	4 3 2 1 0 N/A	4 3 2 1 0 N/A	4 3 2 1 0 N/A

STANDARD IS 3 IN EACH APPLICABLE TASK

Rating Scale

The student:

4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. Leads others to contribute to team goals.
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort.
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals.
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively.
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

TASK CHECKLIST

The student:

Management
- prepares self for task
- organizes and works in an orderly manner
- interprets and carries out instructions accurately
- plans and uses time effectively in a logical sequence
- displays leadership in adhering to routine procedures
- attempts to solve problems prior to requesting help

Teamwork
- cooperates with group members
- shares work appropriately among group members
- negotiates with sensitivity solutions to problems
- displays effective communication skills

Use of Equipment and Materials
- independently selects and uses equipment/materials
- demonstrates concern for safe procedures/techniques
- practises proper sanitation procedures
- minimizes waste of materials
- anticipates potential hazards and emergency response

Tasks
- assists with the maintenance and repair of equipment
- inventories and restocks first aid kit
- assists in the maintenance of the training facility
- assists in promoting safe behaviour of the athlete
- assists in warm-up activities
- assists in cool-down activities

COMMENTS

PRESENTATIONS/REPORTS: ENHANCING ATHLETIC PERFORMANCE CMH3130–2

TASK	RATING					
Preparation and Planning	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Presenting/Reporting	4	3	2	1	0	N/A
Collaboration and Teamwork	4	3	2	1	0	N/A

STANDARD IS 3 IN EACH APPLICABLE TASK

Rating Scale

The student:

4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Leads others to contribute to team goals.
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Works cooperatively and contributes ideas and suggestions that enhance team effort.
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Works cooperatively to achieve team goals.
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Works cooperatively.
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

TASK CHECKLIST

The student:

Preparation and Planning

☐ sets goals and establishes steps to achieve them
☐ uses personal initiative to formulate questions and find answers
☐ accesses a range of relevant information sources and recognizes when additional information is required
☐ interprets, organizes and combines information in creative and thoughtful ways
☐ records information accurately using appropriate technical terms and supporting detail
☐ plans and uses time effectively, prioritizing tasks on a consistent basis
☐ assesses and refines approaches to task and project status based on feedback and reflections

Content

☐ Topic 1 ______________________________
☐ describes performance-improving activity
☐ describes how this activity will improve athletic performance
☐ specifies examples/directions/action plan for completing the activity
☐ possible barriers to be avoided

☐ Topic 2 ______________________________
☐ describes performance-improving activity
☐ describes how this activity will improve athletic performance
☐ specifies examples/directions/action plan for completing the activity
☐ possible barriers to be avoided

Presenting/Reporting

demonstrates effective use of a variety of communication media:
e.g., Written: spelling, punctuation, grammar, format (formal/informal, technical/literary)
Oral: voice projection, body language, appearance, enthusiasm, evidence of prior practice
Audio-visual: techniques, tools, clarity, speed and pacing
☐ maintains acceptable grammatical and technical standards through proofreading and editing
☐ provides an introduction that describes the purpose and scope of the project
☐ communicates thoughts/feelings/ideas clearly to justify or challenge a position
☐ states a conclusion by analyzing and synthesizing the information gathered
☐ gives evidence of adequate research through a reference list including seven or more relevant information sources

Collaboration and Teamwork

☐ cooperates with team members
☐ shares work appropriately among group members
☐ negotiates with sensitivity solutions to problems
☐ displays effective communication and leadership skills

COMMENTS

RESEARCH PROCESS: SPORTS INJURIES CMH3130–3

TASK	RATING					
Preparation and Planning	4	3	2	1	0	N/A
Information Gathering & Processing	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Collaboration and Teamwork	4	3	2	1	0	N/A
Information Sharing	4	3	2	1	0	N/A

STANDARD IS 3 IN EACH APPLICABLE TASK

Rating Scale

The student:

4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Leads others to contribute to team goals.
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Works cooperatively and contributes ideas and suggestions that enhance team effort.
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Works cooperatively to achieve team goals.
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Works cooperatively.
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

TASK CHECKLIST

The student:

Preparation and Planning
- ☐ sets goals and establishes steps to achieve them
- ☐ creates and adheres to detailed timeline
- ☐ uses personal initiative to formulate questions and find answers
- ☐ plans and uses time effectively, prioritizing tasks on a consistent basis

Information Gathering and Processing
- ☐ accesses a range of relevant information sources and recognizes when additional information is required
- ☐ demonstrates resourcefulness in collecting data
- ☐ interprets, organizes and combines information in creative and thoughtful ways
- ☐ records information accurately with appropriate supporting detail and using correct technical terms
- ☐ recognizes underlying bias/assumptions/values in information sources
- ☐ assesses and refines approaches to the task and project status based on feedback and reflection

Content

Sport ____________________

- ☐ describes two common injuries:
  - cause
  - assessment and referral
  - recommended preventive solutions
  - recommended therapeutic solutions
  - recommended rehabilitative measures
  - describe how these injuries can affect an individual through the lifespan

Content

Sport ____________________

- ☐ describes two common injuries as to:
  - cause
  - assessment and referral
  - recommended preventive solutions
  - recommended therapeutic solutions
  - recommended rehabilitative measures
  - describe how these injuries can affect an individual through the lifespan

Collaboration and Teamwork
- ☐ cooperates with group members
- ☐ shares work appropriately among group members
- ☐ negotiates with sensitivity solutions to problems
- ☐ displays effective communication and leadership skills

Information Sharing
- ☐ demonstrates effective use of a variety of communication media: *e.g., written, oral, audio-visual*
- ☐ communicates thoughts/feelings/ideas clearly to justify or challenge a position
- ☐ maintains acceptable grammatical and technical standards
- ☐ gives evidence of adequate information gathering by citing seven or more relevant information sources

COMMENTS

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MODULE FIN1010: FINANCIAL INFORMATION

FIN1010–1

Module Learner Expectation: The student will explain the importance of ethical conduct.

Criteria and Conditions: Assessment of student achievement should be based on preparing a code of ethics for a financial management student that includes examples of relationships with other individuals, school clubs (teams), and family and community members.

TASK	OBSERVATION/RATING					
Preparation and Planning	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Presenting/Reporting	4	3	2	1	0	N/A

STANDARD IS 1 IN EACH APPLICABLE TASK

RATING: (*italics* are optional)

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. *Leads others to contribute team goals.*

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. *Works cooperatively and contributes ideas and suggestions that enhance team effort.*

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. *Works cooperatively to achieve team goals.*

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. *Works cooperatively.*

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

N/A Not Applicable

COMMENTS

TASK CHECKLIST

The student is able to:

Preparation and Planning

- ☐ set goals and follow instructions accurately
- ☐ respond to directed questions and follow necessary steps to find answers
- ☐ access basic in-school/community information sources
- ☐ interpret and organize information into a logical sequence
- ☐ record information accurately, using correct technical terms
- ☐ use time effectively

Content

- ☐ The code displays the student's understanding of the difference between ethical conduct and rules and regulations
- ☐ The code provides appropriate examples of ethical behaviour in personal and small business relationships (interactions)
- ☐ The code exhibits student awareness and understanding of the effects of ethics (positive and/or negative) on the individual and on the small business

Presenting/Reporting

- ☐ demonstrate effective use of one or more communication media:

e.g., Written:	*spelling, punctuation, grammar basic format*
Oral:	*voice projection, body language*
Audio-visual:	*techniques, tools*

- ☐ use correct grammatical convention and technical terms through proofreading/editing
- ☐ provide an introduction that describes the purpose of the project
- ☐ communicate information in a logical sequence
- ☐ state a conclusion based on a summary of facts
- ☐ provide a reference list of three or more basic information sources

FIN1010: FINANCIAL INFORMATION

Acquiring and Using Financial Resources

CREDIT

List six sources of financing available to business and describe the services offered by each institution. Use the following headings.

Institution Services Offered

Susan Miller wants to open a craft store in Red Deer. She has visited four craft stores in the Red Deer area, and two of them are for sale. Susan has saved $5,000 of her own money but is not sure how much it will cost to purchase and maintain the store. She is also unsure as to where she could obtain further financial aid.

List four questions Susan should ask existing owners of craft stores.

If Susan contemplates purchasing an existing store, what business records and statements should she ask to see?

Susan's sister, Lilly, has agreed to loan Susan some money. List two advantages and two disadvantages of borrowing from a friend or relative.

List two advantages and disadvantages of borrowing the funds from a financial institution.

Vocabulary for Credit

The following words should appear in a comprehensive vocabulary test on this concept.

credit
interest
collateral
promissory note
co-signer
amortization

BANKING

Explain the concept of automated tellers, debit cards and the electronic transfer of funds.
List five services that are offered by a financial institution.
Explain the differences between the two main types of bank accounts.
Why do banks charge interest on loans and mortgages?
Why do banks pay different rates of interest to customers on savings?
What are the risks involved to the customer using the automated tellers?

Vocabulary for Banking

The following words should appear in the comprehensive vocabulary test on this concept.

multi-branch banking
G.I.C.
traveller's cheques
deposit
N.S.F. cheque
P.I.N.
signature card

INSURANCE

List forms of insurance available to an individual.
List forms of insurance available to a business.
Compare the insurance requirements of an individual with the insurance requirements of a small business.
What insurance requirements are required by an individual and by business under government legislation?
Explain why boys in Alberta pay a higher amount for car insurance than girls in Alberta with the same driving record and age.

"Buying life insurance is a good way to build your savings." Do you agree or disagree with this statement? State your reasons.

Vocabulary for Insurance

The following words should appear in a comprehensive vocabulary test on this concept.

endorsement
riders
premium
beneficiary
dividends
policy
term
whole life

Module Learner Expectation: The student will identify personal and small business financial management.

Criteria and Conditions: Assessment of student achievement should be based on the student preparing a report that provides at least two examples each of government legislation at the federal, provincial and municipal level and how this legislation will affect small business financial management. In the discussion, the student will make reference to specific types of small businesses and describe possible sources of information available to assist an individual or small business.

TASK	OBSERVATION/RATING					
Preparation and Planning	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Presenting/Reporting	4	3	2	1	0	N/A

STANDARD IS 1 IN EACH APPLICABLE TASK

RATING: (*italics* are optional)

The student:

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes, and productivity are consistent and exceed standards. *Leads others to contribute team goals.*

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. *Works cooperatively and contributes ideas and suggestions that enhance team effort.*

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. *Works cooperatively to achieve team goals.*

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. *Works cooperatively.*

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

N/A Not Applicable

COMMENTS

TASK CHECKLIST

The student is able to:

Preparation and Planning

- ☐ set goals and follow instructions accurately
- ☐ respond to directed questions and follow necessary steps to find answers
- ☐ access basic in-school/community information sources
- ☐ interpret and organize information into a logical sequence
- ☐ record information accurately, using correct technical terms
- ☐ use time effectively

Content

- ☐ The report provides two examples of government legislation at each of the federal, provincial and municipal levels
- ☐ The report describes the effect of the legislation on personal and small business financial management using specific examples
- ☐ The report provides possible sources of information available to the individual and to a small business
- ☐ The report exhibits student awareness and understanding of the issues and presents the student's personal opinion

Presenting/Reporting

- ☐ demonstrate effective use of one or more communication media:
  - *e.g., Written:* *spelling, punctuation, grammar basic format*
  - *Oral:* *voice projection, body language*
  - *Audio-visual:* *techniques, tools*
- ☐ use correct grammatical convention and technical terms through proofreading/editing
- ☐ provide an introduction that describes the purpose of the project
- ☐ communicate information in a logical sequence
- ☐ state a conclusion based on a summary of facts
- ☐ provide a reference list of three or more basic information sources

RESEARCH PROCESS: Animal Health and Well-Being AGR2020–1

TASK	Observation/Rating					
Preparation and Planning	4	3	2	1	0	N/A
Information Gathering and Processing	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Collaboration and Teamwork	4	3	2	1	0	N/A
Information Sharing	4	3	2	1	0	N/A

STANDARD IS 2 IN EACH APPLICABLE TASK

Rating Scale

4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.

3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.

2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.

1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.

0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

N/A Not applicable

TASK CHECKLIST

The student:

Preparation and Planning
- ☐ sets goals and establishes steps to achieve them
- ☐ creates and adheres to useful timelines
- ☐ uses personal initiative to formulate questions and find answers
- ☐ plans and uses time effectively

Information Gathering and Processing
- ☐ accesses a range of relevant in-school/community resources
- ☐ uses a range of information-gathering techniques
- ☐ interprets, organizes and combines information into a logical sequence
- ☐ records information accurately with appropriate supporting detail and using correct technical terms
- ☐ determines accuracy/currency/reliability of information sources
- ☐ gathers and responds to feedback regarding approach to the task

Content
- ☐ identifies and describes indicators of health in a selected animal species; e.g.:
  - – physical signs
  - – normal/abnormal vital signs
  - – symptoms of disease and parasites
  - – behaviour

Content (continued)
- ☐ describes normal/abnormal animal physiology and anatomy
- ☐ describes normal/abnormal feed sources, and the impact of nutrient deficiencies on animal health
- ☐ identifies agents and sources of stress for animals, and their implications for health
- ☐ describes characteristics of a healthful animal environment, and conditions that may place an animal's health or safety at risk; e.g.:
  - – sanitation
  - – housing
  - – methods of restraint
- ☐ ______________________________
____
____

Collaboration and Teamwork
- ☐ cooperates with group members
- ☐ shares work appropriately among group members
- ☐ negotiates solutions to problems

Information Sharing
- ☐ demonstrates effective use of two or more communication media:
e.g., written, oral, audio-visual
- ☐ communicates ideas in a logical sequence with sufficient supporting detail
- ☐ maintains acceptable grammatical and technical standards
- ☐ cites five or more relevant information sources

REFLECTIONS/COMMENTS:

ASSESSMENT CRITERIA: Animal Welfare

AGR2020–3

RATING	ASSESSMENT CRITERIA
4 3 2 1 0	*The student:* **Gathers Background Information** ☐ defines the task ☐ identifies task components and organizes them into a logical sequence ☐ accesses basic in-school/community information sources regarding animal welfare ☐ provides a review of historical concerns regarding animal welfare ☐ compares animal welfare and animal rights ☐ ____________________
4 3 2 1 0	**Develops a Strategy for Maintaining Animal Welfare** ☐ identifies ethical, economic and social perspectives that influence animal welfare ☐ describes welfare needs of an animal; e.g.: – water and food – space, air quality, temperature and light – shelter and confinement structures – freedom from stress, hunger, disease, pain and abuse ☐ describes indicators of health in the animal; e.g.: – physical signs of good and poor health – normal and abnormal vital signs – symptoms of disease and parasites – normal and abnormal behaviour ☐ describes current codes of practice regarding animal care, handling and restraint ☐ considers alternatives and consequences regarding different approaches to caring for the animal ☐ develops a plan of action to address welfare needs of the animal ☐ ____________________
4 3 2 1 0	**Assesses and Communicates the Strategy** ☐ presents the animal welfare plan in a logical sequence using one or more communication media ☐ uses correct grammar and technical terms ☐ make summative statements regarding strengths/weaknesses and general feasibility of the animal welfare plan ☐ outlines a protocol for responding to an issue regarding animal welfare ☐ ____________________

STANDARD IS 2 IN EACH APPLICABLE TASK

Rating Scale

4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.
N/A	Not applicable

REFLECTIONS/COMMENTS

PET CARE SKILLS ASSESSMENT — CMH PCSA

STANDARD	Students working at standard must demonstrate the technique/skill requirements outlined in the checklist below. The rating scale on the right defines the level of competencies and should be applied when assessing student performance. The standard performance rating is **3** on all techniques/skills.

RATING	TECHNIQUE REQUIREMENTS
	The student:
	describes or demonstrates the following techniques/skills:
	☐ head to toe examination
	☐ proper brushing technique
	☐ proper bathing technique
	☐ feet, nail and mouth examination
	☐ handling techniques
	☐ leash training
	☐ behaviour commands
	☐ monitor vital signs
	☐ temperature
	☐ pulse
	☐ respiration
	☐ first-aid procedures for:
	☐ shock
	☐ respiratory arrest (AR)
	☐ cardiac arrest (CPR)
	☐ bleeding and wounds
	☐ poisoning
	☐ eye and ear injuries
	☐ bone and joint injuries
	☐ injuries from heat and cold
	☐ foreign objects
	☐ personal safety

Rating Scale

The student:

4	demonstrates initiative that exceeds required techniques/skills.
3	consistently demonstrates all designated techniques/skills, rarely needs prompting.
2	demonstrates all designated techniques/skills, occasionally needs prompting.
1	demonstrates most designated techniques/skills, frequently needs prompting.
0	does not demonstrate designated techniques/skill.

COMMENTS/REFLECTIONS:

COMMUNITY HEALTH

SECTION H: LINKAGES/TRANSITIONS

This section of the Guide has been designed to provide an overview of linkages and transitions of CTS modules with a number of organizations. The charts and information presented in this section will assist CTS students and teachers in understanding the potential application of CTS modules as students move into the workplace.

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LINKAGES/TRANSITIONS

LINKAGES

With Other CTS Strands

Community Health complements modules from a number of other stands, e.g., Agriculture, Cosmetology, Energy and Mines, Fashion Studies, Financial Management, Foods, Forestry, Legal Studies and Wildlife.

Specific examples of these linkages are as follows:

Strand	Module	Linkage
Foods	Nutrition & The Athlete	Can be offered in conjunction with a Sports Medicine program.
	Food Basics	Knowledge and skills can be applied when preparing food for children or seniors.
	Nutrition & Digestion	Can be offered in conjunction with Digestion/ Elimination.
Financial Management	Financial Information	To apply financial management to daily living skills. See sample contextualized module in this section.
Career Transitions	Project modules	Provide opportunity and direction for students involved in projects beyond the expectations of a given Community Health module.
	Practicum modules	Provides opportunity for students to spend time developing the skills required for certification.
Fashion Studies	Sewing for Others	Can be offered for designing and constructing clothing for children, seniors or challenged individuals.
Enterprise and Innovation	Planning a Venture	A comprehensive school health project.
Legal Studies	Family Law	Used in conjunction with dating, marriage and family issues.
Agriculture Energy & Mines Forestry Wildlife	First Aid/CPR	To ensure students have the knowledge and skills to handle emergency situations in these areas.
Agriculture	Animal Husbandry/ Welfare	See sample contextualized Pet First Aid module in this section

A sample junior high integrated course is provided in chart form in this section. Other more general linkages apply to Communication Technology, Design Studies, Information Processing, and Management and Marketing. Charts outlining these linkages are provided in this section (see "Community Health: Connections with Other CTS Strands".

Project modules from the Career Transition strand may be combined with modules from the Community Health strand to provided increased opportunity for students to develop expertise and refine their competencies.

For example:

- practical activities in a community care facility
- acting as a trainer for school or community sports teams
- special-interest projects, e.g., women's health issues, infectious disease and control, dentistry, ophthalmology
- volunteering for community activities to assist seniors or children.

Practicum modules available in Career Transitions provide the time for students to develop the competencies necessary for credentialling from an outside agency.

For example, Level I Certification for Day Care Workers requires that the student accesses two practicum modules to provide the necessary "hands-on" experiences in a day care setting.

With Other Secondary Programs

For learning to be authentic, it is important to integrate the core and complementary areas. Awareness of content of different curricula promotes relevance and reinforces core and complementary concepts.

Examples of linkages between core programs include:

Subject	Linkage
Language Arts	Technical report writing, task analysis, event scheduling and oral and multimedia presentations
Mathematics	Measurement, calculation of linear area and volume measurements, use of fractions, ratios, geometry and trigonometry
Social Studies	Economics, impact of technology on society, resource development and industrial relationships
Science	See chart in this section

The Community Health stand has many links with the junior and senior high science, health, Foods, Fashion Studies, sports medicine and CALM programs, and provides opportunities for students to extend and apply knowledge and skills in practical ways (see "Community Health: Connections Across the Curriculum," and Community Health: Scope and Sequence: Integrating Sports Medicine into Community Health").

CALM and Community Health complement each other. Community Health allows students to extend concepts studies in CALM. For example, Family Dynamics, Adolescent Health Issues, Family Issues, Perspectives on Marriage, Parenting, Aging modules and career exploration MLEs give students opportunities to reinforce and apply learnings in CALM. Collaborative planning between Community Health and CALM instructors will result in relevant learning experiences for the students. Charts outlining these linkages are provided in this section (see "Community Health: Linkages with Career and Life Management").

Community Health and secondary science programs have several common linkages. All life science courses include basic concepts, e.g., aseptic techniques, cleaning and maintaining equipment, handling chemicals, safety procedures, etc. Community Health reinforces scientific knowledge and skills by applying fundamental concepts into personal well-being, community support resources and care of special conditions. Academic high school science programs are designed to make strong connections in science, technology and society. There are many opportunities where teamwork developed at the local level will provide bridges to the Community Health program (see "Community Health: Linkages with Science").

Integrating Foods, Fashion Studies and Community Health

Sample: Junior High CTS Course

Grade 7	Grade 8	Grade 9
Food Basics (1/2)	Food Basics (1/2)	Simple Snacks and Appetizers (1)
Caring for Children (1)	Child Development (1/2)	Family Dynamics (1/2)
Ready-Set-Sew (1/2)	Ready-Set-Sew (1/2)	Family Dynamics (1/2)

Junior High Health and Community Health Linkages

	Community Health
Theme I Self-awareness and Acceptance a) self b) feelings c) decision making	Community Health complements this theme by encouraging personal responsibility for promotion and maintaining a healthy lifestyle. Decision making is used extensively throughout the strand.
Theme II Relating to Others a) peers b) school c) family	Community Health expands and reinforces the study of family. Cooperative planning will insure meaningful learning experiences for the students.
Theme III Life Careers a) career awareness and preparation b) career planning	Career planning and preparation is integrated throughout Community Health in career-specific areas rather than long-term career planning.
Theme IV a) body systems b) nutrition c) physical fitness d) safety and emergency procedures e) personal wellness f) cleanliness g) drug use and abuse	Community Health builds on the concepts to assess the care required for special conditions of each system and learn procedures necessary in emergency situations.

Elementary Linkages

The development of concepts related to Community Health can begin as early as ECS by instilling in the student a personal responsibility to promote and maintain healthy lifestyles.

With Practical Arts Courses

Modules in the Community Health strand replace existing content in senior and junior high curriculum. A detailed correlation of the Community Health strand to these practical arts courses can be found in this section (see "Community Health: Correlations with Practical Arts").

TRANSITIONS

To the Workplace

Intermediate and advanced modules are designed to develop knowledge, skills and attitudes that provide transitions to occupations in community health areas. Most career sectors welcome individuals who have basic skills and are prepared to learn through further training from the employer (see "Community Health: Module Relationships to Specific Related Occupations").

Information from the National Occupational Classification (NOC) regarding occupations in related areas that can be accessed upon completion of high school is provided in this section (see "Community Health: Related Occupations").

To Related Post-secondary Programs

Advanced level modules will assist students to make plans regarding further studies in Community Health at post-secondary levels. The Community Health modules provide desirable background and skills for entry into related programs at public and private colleges, technical institutes, universities and vocational colleges in Alberta.

An outline for post-secondary institutions in Alberta currently offering programs in family- and health-related areas is provided in this section (see "Community Health: Summary of Related Post-secondary Programs").

CREDENTIALLING

Students may earn credentials recognized in the workplace and/or post-secondary institutions by demonstrating specified competencies within the CTS curriculum. The Community Health strand provides opportunities for students to develop competencies consistent with:

- St. John Ambulance and Canadian Red Cross
- Alberta Sports Medicine Council
- Alberta Family and Social Services

Further information regarding credentials, requirements and contacts is provided in this section (see "Credentialling Opportunities in Community Health").

LINKAGES – *Community Health: Connections with Other CTS Strands*

Community Health Modules	Other CTS Strands																				
	Agriculture	Career Transitions	Communication Technology	Construction Technology	Cosmetology Studies	Design Studies	Electro-Technologies	Energy and Mines	Enterprise and Innovation	Fabrication Studies	Fashion Studies	Financial Management	Foods	Forestry	Information Processing	Legal Studies	Logistics	Management and Marketing	Mechanics	Tourism Studies	Wildlife
Theme: Socio-Cultural Perspectives																					
CMH1010: Family Dynamics		▤										▤			▤	▤					
CMH2010: Adolescent Health Issues		▤	▤						▤						▤						
CMH2020: Perspectives on Marriage		▤	▤									▤			▤	▤					
CMH2030: Community Volunteerism	■	▤	■	■	■	■	■	■	■	■		■	■	■	■			■	■	■	■
CMH3010: Family Issues		▤	▤				▤								▤	▤					
CMH3020: Parenting		▤										▤			▤						
CMH3030: Aging		▤				▤	▤		▤		▤		▤		▤	▤					
Theme: Skills for Caring																					
CMH1040: Caring for Children		▤				▤			▤		▤	▤	▤								
CMH1050: Child Development		▤				▤					▤		▤		▤						
CMH1060: Home Care 1		▤			▤	▤									▤						
CMH2050: Day Care 1		▤											▤			▤					
CMH2060: Home Care 2 (Personal Care Services)		▤											▤		▤						
CMH2070: Sensory Challenges		▤																			
CMH3040: Prenatal & Postnatal Care		▤													▤						
CMH3050: Day Care 2		▤											▤								
CMH3060: Home Care 3 (Special Conditions)		▤													▤						
CMH3070: Challenged Individuals		▤				▤					▤				▤						
Theme: Health Sciences																					
CMH1080: Perspectives on Health		▤							▤						▤	▤				▤	
CMH2080: Respiratory System		▤																			
CMH2090: Circulatory System		▤																			
CMH2100: Musculoskeletal System		▤																			
CMH2110: Complementary Therapies		▤																			
CMH3080: Digestive System		▤																			
CMH3090: Nervous/Endocrine Systems		▤																			
CMH3100: Mental Health		▤																			
CMH3110: Advances in Medical Technology							▤														
Theme: Injury Prevention																					
CTR1210: Personal Safety (Management)	▤	■						■						■							■
CMH2120: First Aid/CPR	■	▤						■						■							■
CMH2130: Sports First Aid 1		▤																			
CMH3120: First Aid/CPR for Children		▤																			
CMH3130: Sports First Aid 2		▤																			

Provides many direct links with competencies in this strand. Students will reinforce, extend and apply a substantial number of knowledge and/or skill components in practical situations. ■

Provides some links with competencies developed in this strand, usually through the application of related technologies and/or processes. ▤

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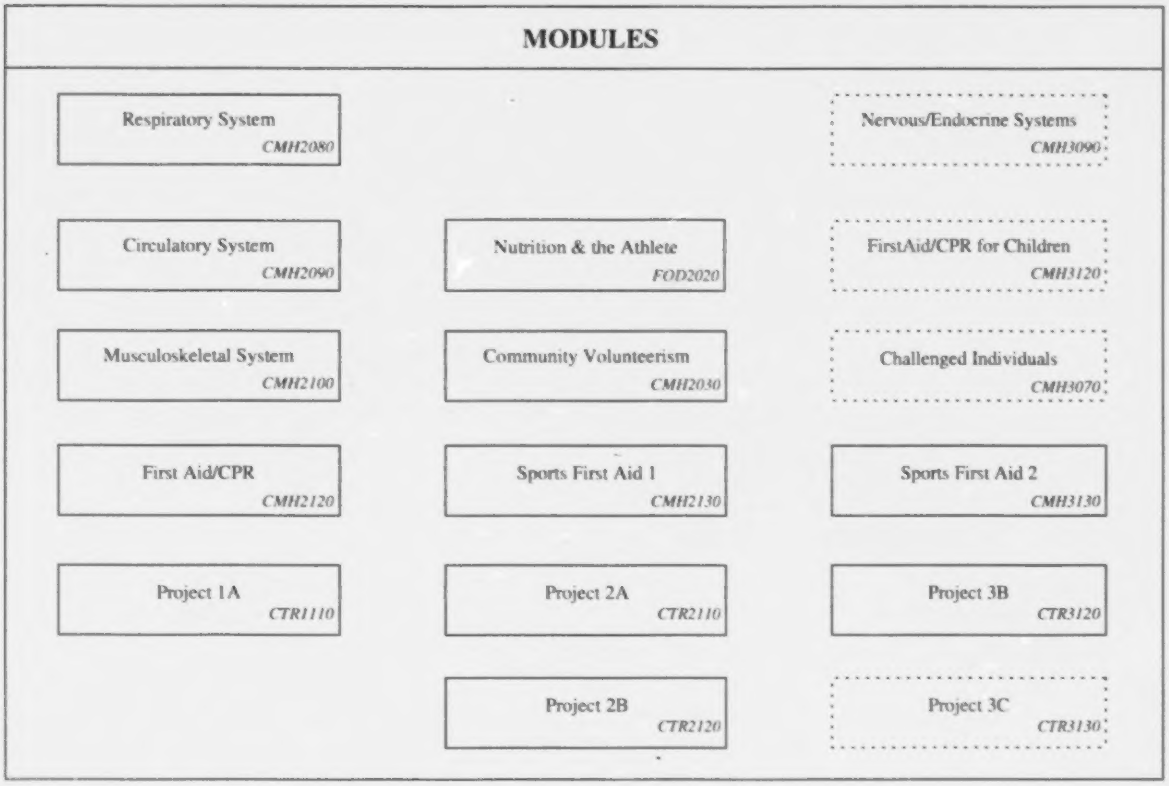
LINKAGES – *Community Health: Scope & Sequence: Integrating Sports Medicine into Community Health*



MODULES		
Respiratory System *CMH2080*		Nervous/Endocrine Systems *CMH3090*
Circulatory System *CMH2090*	Nutrition & the Athlete *FOD2020*	FirstAid/CPR for Children *CMH3120*
Musculoskeletal System *CMH2100*	Community Volunteerism *CMH2030*	Challenged Individuals *CMH3070*
First Aid/CPR *CMH2120*	Sports First Aid 1 *CMH2130*	Sports First Aid 2 *CMH3130*
Project 1A *CTR1110*	Project 2A *CTR2110*	Project 3B *CTR3120*
	Project 2B *CTR2120*	Project 3C *CTR3130*

MODULE AGR2020: ANIMAL HUSBANDRY/WELFARE

Level:	Intermediate
Theme:	Social and Cultural Perspectives
Prerequisite:	None
Module Description:	Students apply the principles of animal science and health technology in providing care for a domestic animal.
Module Parameters:	Access to a domestic animal and an appropriate animal housing/fencing structure. Off-campus learning can support the development of practical skills in animal care; consultation with a work site supervisor ensures that relevant safety considerations are addressed and that student learning meets or exceeds the learner expectations in this module. See the *Off-campus Education Guide for Administrators, Counsellors and Teachers* (Alberta Education, 1995) for further information regarding off-campus learning. **Note**: This module can be combined with other modules from the Agriculture strand and/or from the Career Transitions strand to provide opportunities for students to develop technical competencies within the Alberta Green Certificate Training Program (Alberta Agriculture, Food and Rural Development). Opportunities may also exist for the completion of practical components of this module through projects undertaken with local youth groups; e.g., 4-H Clubs. See Section H (Linkages/Transitions) of this guide for further information.
Supporting Module:	CTR2210 Workplace Safety (Practices) [Career Transitions Strand] Because of the practical nature of this module, students need a general knowledge of accepted practices and potential hazards when performing tasks related to animal care. See Planning for Instruction in Section C for further information on student safety.

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MODULE AGR2020: ANIMAL HUSBANDRY/WELFARE (continued)

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• **identify and describe indicators of health in a domestic animal and factors that contribute to a healthy animal environment**	• completing a research project on factors that contribute to the health and well-being of a domestic animal. Research to focus attention on indicators of health in the animal species, and normal/abnormal vital signs, behaviours and environmental conditions. *Assessment Tool* *Research Process: Animal Health and Well-Being, AGR2020–1* *Standard* *Conduct research to a standard of 2 on the rating scale*	30
• **demonstrate practical skills in providing care for a domestic animal**	• demonstrating practical skills within each of the following areas of animal care: – feeding – housing – handling and restraint – health and well-being. *Assessment Tool* *Task Checklist: Animal Husbandry and Health Care, AGR2020–2* *Lab Assessment: Animal Care, AGRLAB–ANM* *Standard* *Achieve a minimum performance rating of 2 in each area of task and lab assessment* • maintaining an anecdotal record of tasks performed in providing care for a domestic animal. *Assessment Tool* *Log/Record of Animal Care, AGRLOG–ANM* *Standard* *Completing all sections of the log/record for animal care tasks performed over a negotiated/contracted period of time*	50

MODULE AGR2020: ANIMAL HUSBANDRY/WELFARE (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• **present a rationale and strategy for addressing animal welfare**	• developing a plan for animal welfare that involves: – a review of historical concerns regarding animal welfare – a comparison of animal welfare and animal rights – a strategy for maintaining animal welfare based on: • ethical, economic and social perspectives • welfare needs of the animal • current codes of practice • alternatives and consequences • a recommended plan for action. *Assessment Tool* *Assessment Criteria: Animal Welfare, AGR2020–3* *Standard* *Develop a plan for animal welfare to a standard of 2 on the rating scale*	20
• **demonstrate basic competencies.**	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
	The student should:	
Health Factors	• identify and describe indicators of health in a selected animal species; e.g.: – physical signs of good and poor health – normal and abnormal vital signs – symptoms of disease and parasites – normal and abnormal behaviour	
	• describe normal/abnormal animal physiology and anatomy for a selected animal	List and describe anatomy systems.
	• describe normal/abnormal food sources, and the impact of nutrient deficiencies on animal health	Discuss relationships between physiological systems.

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MODULE AGR2020: ANIMAL HUSBANDRY/WELFARE (continued)

Concept	Specific Learner Expectations	Notes
Health Factors (continued)	*The student should:* • identify agents and sources of stress for the animal, and their implications for health	Obtain *Recommended Code of Practice for the Care and Handling of Farm Animals* (a series of booklets available from Agriculture Canada).
	• describe characteristics of a healthful animal environment, and conditions that can place an animal's health or safety at risk; e.g.: – sanitation – housing – methods of restraint.	Invite a local veterinarian as a resource person.
Safe Handling and Care	• demonstrate ethical behaviours in providing care for an animal	Plan and provide an appropriate environment for a domestic animal.
	• describe contributions of technology in current animal husbandry and health care practices; e.g.: – nutrition – disease prevention and treatment – reproduction – kennel and cage management	Conduct research. Plan a visit to the local veterinarian.
	• explain basic food requirements in specific situations; e.g.: – newborn – maintenance – growth or finishing – pregnant or lactating mothers – aging	Arrange/facilitate field trips and job shadowing for first-hand observation of safe handling and care techniques. Visit a feed mill.
	• identify shelter needs, and provide/maintain desirable handling, housing and fencing structures	Consider needs with respect to animal exercise and training.
	• monitor vital signs and examine for disease, parasites and other common ailments through: – head-to-toe examination – regular brushing/bathing – care of feet/nails – care of mouth	Invite a local veterinarian and/or industry worker as a resource person. Possible parasites include heart worms, round worms, hood worms, tape worms, fleas, ticks, earmites, mange and ringworm. Identify common ailments of the digestive, urinary, cardiovascular and respiratory systems.

MODULE AGR2020: ANIMAL HUSBANDRY/WELFARE (continued)

Concept	Specific Learner Expectations	Notes
Safe Handling and Care (continued)	*The student should:* • describe abnormal behaviour, and practise intervention strategies for a sick animal; e.g.: – reduce stress – administer emergency first aid – treat/control disease and other ailments – administer medication	Recognize symptoms of rabies, seizure, diabetes, arthritis. Discuss intervention strategies for shock, cardiac arrest, bleeding and wounds, poisoning, eye/ear injury, bone/joint injuries, injuries from hot/cold and foreign objects.
	• provide appropriate care for young and/or newly born animals	Research how antibiotics and vaccines work.
	• describe veterinary services that are available, and the protocol for accessing these services; e.g.: – when to call – how to prepare.	Given an emergency animal situation, describe appropriate methods of dealing with the emergency.
Animal Welfare	• distinguish between animal welfare and animal rights	Gather relevant news articles.
	• explain the importance of maintaining safe domestic and market-driven environments for animals	Organize student debates on animal welfare issues.
	• describe different perspectives regarding an issue in animal welfare; e.g.: – ethical – economic – social	Research the life and work of Dr. Temple Grandin, an animal behaviour expert. Identify human attitudes/skills to which animals respond in a positive manner.
	• identify and explain the advantages and disadvantages of owning a specific animal	Consider factors such as: • personal lifestyle • cost • needs of animal • function of animal • therapeutic value • life expectancy of animal.
	• identify criteria to be considered when choosing an animal; e.g.: – type of animal – breed – gender	Discuss reproductive choices, and the pros/cons of breeding or sterilization.

MODULE AGR2020: ANIMAL HUSBANDRY/WELFARE (continued)

Concept	Specific Learner Expectations	Notes
Animal Welfare (continued)	*The student should:* • identify and describe legislation intended to address animal welfare • identify and describe organizations in the community that address animal welfare • outline a protocol for responding to an animal welfare issue.	Complete a research paper. Contact resource persons from: • Alberta Agriculture, Food and Rural Development • the SPCA • Alberta Foundation for Animal Care.

MODULE CTR3040: PRACTICUM A
MODULE CTR3050: PRACTICUM B
MODULE CTR3060: PRACTICUM C
MODULE CTR3070: PRACTICUM D
MODULE CTR3080: PRACTICUM E

Level: Advanced

Theme: Career Credentials

Prerequisite: None

Module Description: Students, on the worksite, continue to develop and refine those competencies developed in related Career and Technology Studies modules, previous practicums and other experiences.

Module Parameters: These modules should be accessed only by students continuing to work toward attaining a recognized credential offered by an agency external to the school. Practicum modules extend the competencies developed in related CTS strands. These modules may not be used in conjunction with Registered Apprenticeship Program courses. (See Section H of this Guide for list of credentialling opportunities related to the CTS strands.) Modules must be delivered off-campus and be supervised by both a qualified teacher and an experienced professional authorized to supervise trainees for the credential.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • **perform assigned tasks and responsibilities efficiently and effectively as required by the credentialling agency**	*Assessment of student achievement should be based on:* • application of competencies developed in related CTS modules • observations of individual performance emphasizing: – individual effort – interpersonal interactions – resource management – health and safety. *Assessment Tool* *As established by the credentialling agency* *Standard* *As defined by the credentialling agency*	80

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MODULE CTR3040: PRACTICUM A
MODULE CTR3050: PRACTICUM B
MODULE CTR3060: PRACTICUM C
MODULE CTR3070: PRACTICUM D
MODULE CTR3080: PRACTICUM E (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• analyze personal performance in relation to established standards	• prepare personal work plans that include: – assessment of present competency – analysis of competency levels needed to be successful in designated occupation – action plan for improving competencies. *Assessment Tool* *Generic Tool: Portfolio Assessment*	20
• demonstrate basic competencies.	• observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* *Basic Competencies Reference Guide and any assessment tools noted above*	Integrated throughout

Concept	Specific Learner Expectations	Notes
	The student should:	
Roles and Responsibilities	• identify regulations and regulatory bodies related to the credential • describe personal roles and responsibilities: – key responsibilities – support functions/responsibilities – code of ethics • describe personal work responsibilities and categorize them as – routine tasks (daily, weekly, monthly, yearly) – non-routine task (emergencies, etc.) – tasks requiring personal judgement – task requiring approval of supervisor	

MODULE CTR3040: PRACTICUM A
MODULE CTR3050: PRACTICUM B
MODULE CTR3060: PRACTICUM C
MODULE CTR3070: PRACTICUM D
MODULE CTR3080: PRACTICUM E (continued)

Concept	Specific Learner Expectations	Notes
Standards of Performance	*The student should:* • describe and apply competencies developed in related CTS modules • describe standards of performance in terms of: – quality of work – quantity of work • describe and adhere to workplace policies and procedures related to health and safety • diagram and describe work environment in terms of: – location – floor plan of work area – analysis of work flow patterns • define competencies needed to perform tasks efficiently and effectively in terms of: – knowledge – skill – attitude • describe a professional in a related occupation in terms of – training and certification – interpersonal skills – technical skills – professional ethics.	

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LINKAGES – *Community Health: Connections Across the Curriculum*

Community Health Modules	Across the Curriculum: Junior High: Language Arts	Social Studies	Mathematics	Science	Health & PLS	Physical Education	Fine Arts	Senior High: English	Social Studies	Mathematics	Science (General)	Biology	Chemistry	Physics	CALM	Physical Education	Fine Arts	Social Sciences	Second Language
Theme: Socio-Cultural Perspectives																			
CMH1010: Family Dynamics	▤	▤			▤			▤	▤						■			▤	
CMH2010: Adolescent Health Issues	▤	▤		■	■	▤		▤			■	■			▤				
CMH2020: Perspectives on Marriage								▤	▤						■	▤			
CMH2030: Community Volunteerism	▤	▤			▤			▤	▤		▤				▤	▤		▤	▤
CMH3010: Family Issues								▤	▤						■			▤	
CMH3020: Parenting								▤	▤										
CMH3030: Aging								▤	▤		▤	▤			■			▤	
Theme: Skills for Caring																			
CMH1040: Caring for Children	▤							▤	▤		▤				▤			▤	
CMH1050: Child Development	▤										▤				▤				
CMH1060: Home Care 1	▤							▤	▤			▤							
CMH2050: Day Care 1								▤											
CMH2060: Home Care 2 (Personal Care Services)								▤			▤	▤						▤	
CMH2070: Sensory Challenges	▤											▤							
CMH3040: Prenatal & Postnatal Care								▤				▤							
CMH3050: Day Care 2								▤			▤	▤							
CMH3060: Home Care 3 (Special Conditions)								▤			▤	▤						▤	
CMH3070: Challenged Individuals								▤				▤			■				
Theme: Health Sciences																			
CMH1080: Perspectives on Health					▤			▤			▤	■							
CMH2080: Respiratory System								▤			■	■	▤			▤			
CMH2090: Circulatory System								▤			■	■	▤			▤			
CMH2100: Musculoskeletal System								▤			■	■	▤			▤			
CMH2110: Complementary Therapies								▤			■	■	▤						
CMH3080: Digestive System								▤			■	■	▤						
CMH3090: Nervous/Endocrine System								▤			■	■	▤					▤	
CMH3100: Mental Health								▤											
CMH3110: Advances in Medical Technology								▤			▤	▤							
Theme: Injury Prevention																			
CTR1210: Personal Safety (Management)					▤	▤		▤								▤			
CMH2120: First Aid/CPR								▤			▤					▤			
CMH2130: Sports First Aid 1								▤				▤				▤			
CMH3120: First Aid/CPR for Children								▤				▤				▤			
CMH3130: Sports First Aid 2								▤				▤				▤			

Provides many direct links with course content. Students will reinforce, extend and apply a substantial number of knowledge and/or skill components in practical contexts.	■
Provides some links with course content, usually through the application of related technologies and/or processes.	▤

LINKAGES – *Community Health and Junior High Health*

Junior High Health	Family Dynamics 1010	Caring for Children 1040	Child Development 1050	Home Care 1 1060	Perspectives on Health 1080	Personal Safety (Management) CTR	Adolescent Health Issues 2010	Perspectives on Marriage 2020	Community Volunteerism 2030	Day Care 1 2050	Home Care 2 2060	Sensory Challenges 2070	Respiratory System 2080	Circulatory System 2090	Musculoskeletal System 2100	Complementary Therapies 2110	First Aid/CPR 2120	Sports First Aid 1 2130	Family Issues 3010	Parenting 3020	Aging 3030	Prenatal & Postnatal Care 3040	Day Care 2 3050	Home Care 3 3060	Challenged Individuals 3070	Digestive System 3080	Nervous/Endocrine Systems 3090	Mental Health 3100	Advances in Medical Technology 3110	First Aid/CPR for Children 3120	Sports First Aid 2 3130
I. Self-awareness and Acceptance																															
a) self																															
b) feelings					▨		▨																								
c) decision making	▨	▨	▨	▨	▨																										
II. Relating to Others																															
a) peers	▨						▨																								
b) school																															
c) family	■																														
III. Life Careers																															
a) care awareness & preparation	▨	▨	▨	▨					▨																						
b) career planning	▨	▨	▨	▨					▨																						
IV. Body Knowledge and Care																															
a) body systems					▨																										
b) nutrition																															
c) physical fitness																															
d) safety & emergency proc		■			▨																										
e) personal wellness					▨		▨																								
f) cleanliness							▨																								
g) drug use & abuse																															
V. Human Sexuality																															
a) puberty																															
b) reproduction																															
c) decision making																															

Provides many direct links with course content in this strand. Students will reinforce, extend and apply a substantial number of knowledge and/or skills components in practical situations.	■
Provides some links with course content in this strand. Students will reinforce, extend and apply a substantial number of knowledge and/or skill components in practical situations.	▨

LINKAGES – *Community Health: Linkages with Career and Life Management*

	Family Dynamics	Caring for Children	Child Development	Home Care 1	Perspectives on Health	Personal Safety (Management)	Adolescent Health Issues	Perspectives on Marriage	Community Volunteerism	Day Care 1	Home Care 2	Sensory Challenges	Respiratory System	Circulatory System	Musculoskeletal System	Complementary Therapies	First Aid/CPR	Sports First Aid 1	Family Issues	Parenting	Aging	Prenatal & Postnatal Care	Day Care 2	Home Care 3	Challenged Individuals	Digestive System	Nervous/Endocrine Systems	Mental Health	Advances in Medical Technology	First Aid/CPR for Children	Sports First Aid 2
	1010	1040	1050	1060	1080	CTR	2010	2020	2030	2050	2060	2070	2080	2090	2100	2110	2120	2130	3010	3020	3030	3040	3050	3060	3070	3080	3090	3100	3110	3120	3130
Personal & Interpersonal Challenges																															
Well-being & Healthy Lifestyles	▥				▥		▥	▥					▥	▥	▥		▥	▥	▥							▥	▥	▥		▥	
Living with Relationships	▥							▥											▥	▥	▥										
Human Sexuality & Relationships																						▥									
Career Exploration																															
Career Planning Process	▥	▥	▥	▥	▥	▥	▥		▥	▥	▥	▥	▥	▥	▥	▥	▥	▥	▥		▥	▥	▥	▥	▥	▥	▥	▥	▥	▥	▥
Career Alternatives	▥	▥	▥	▥	▥	▥	▥		▥	▥	▥	▥	▥	▥	▥	▥	▥	▥	▥		▥	▥	▥	▥	▥	▥	▥	▥	▥	▥	▥
Preparing for the Workforce		▥							▥	▥							▥						▥	▥						▥	
Financial Planning & Consumer Choices																															
Financial Decision Making																				▥	▥										
Consumer Awareness																															

Provides many direct links with course content in this strand. Students will reinforce, extend and apply a substantial number of knowledge and/or skills components in practical situations.	■
Provides some links with course content in this strand. Students will reinforce, extend and apply a substantial number of knowledge and/or skill components in practical situations.	▥

LINKAGES – *Community Health: Linkages with Science*

	Family Dynamics 1010	Caring for Children 1040	Child Development 1050	Home Care 1 1060	Perspectives on Health 1080	Personal Safety (Management) CTR	Adolescent Health Issues 2010	Perspectives on Marriage 2020	Community Volunteerism 2030	Day Care 1 2050	Home Care 2 2060	Sensory Challenges 2070	Respiratory System 2080	Circulatory System 2090	Musculoskeletal System 2100	Complementary Therapies 2110	First Aid/CPR 2120	Sports First Aid 1 2130	Family Issues 3010	Parenting 3020	Aging 3030	Prenatal & Postnatal Care 3040	Day Care 2 3050	Home Care 3 3060	Challenged Individuals 3070	Digestive System 3080	Nervous/Endocrine Systems 3090	Mental Health 3100	Advances in Medical Technology 3110	First Aid/CPR for Children 3120	Sports First Aid 2 3130
Junior High Science	▥			▥	▥																										
Science 20				▥	▥																										
Science 14				▥	▥								▥	▥			▥	▥													
Science 24				▥																									▥		
Biology 20				▥	▥		▥						■	■				▥			▥					▥			▥	▥	
Biology 30				▥	▥		▥				▥	▥						▥	▥		▥	■					■		▥	▥	

Provides many direct links with course content in this strand. Students will reinforce, extend and apply a substantial number of knowledge and/or skills components in practical situations.	■
Provides some links with course content in this strand. Students will reinforce, extend and apply a substantial number of knowledge and/or skill components in practical situations.	▥

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LINKAGES – *Community Health: Correlations with Practical Arts**

Code: O = Available in other strands or courses
X = Covered in module
I = Integrated

	Health Sciences 12, 22, 32																			Family Studies 7, 8, 9									Personal Living Skills 10, 20, 30															
	Skeletal System	Circulatory System	Respiratory System	Muscles	Miscellaneous Injuries and Disease	Careers	Integumentary System	Endocrine System	Nervous System	Digestive System	Urinary System	Reproductive System	Obstetrics	Pediatrics	Child Care	Medical Nursing	Surgical Nursing	Gerontology	Career Exploration	Child Care I	Grooming	Culture and Traditions	Child Care II	Family Life and Technology	Living Space II	Challenges and Choices	Personal Money Management	Living Space III	Personal Awareness	Resource Management	Managing a Lifestyle	Living Skills with Relationships	Child Study	Teen-Parent Relationships	Human Sexuality	Marriage	Parenting	Living On Your Own	Designing Home Environments	A Study of Housing	Senior Side of Living	Community Services for Children	Historical Family Crafts	The Family in Crisis
							O														O				O		O	O		O								O	O	O			O	
Introductory																																												
Family Dynamics						I													I			I				I			I			I		I								I		
Caring For Children						I								X	X				I	X																						I		
Child Development						I													I			I	X										X									I		
Home Care 1					I	I	X									I	I	I	I			I																			I	I		
Perspectives on Health	I	I	I	I	I	I	I	I	I	I	I	I	I	I					I			I								I												I		
Personal Safety Management	I		I	I	I	I													I																									
Intermediate																																												
Adolescent Health Issues					I	I													I			I							I	I	I			I	I							I		
Perspectives on Marriage						I													I			I				I			I	I	I	I		I	I	X								
Community Volunteerism						I													I							I																I		
Day Care 1						I													I			I											X				I					I		
Home Care 2					I	I				I	I					I	I	I	I			I																			I			
Sensory Challenges									I																																			
Respiratory System			X		I	I												I	I										I												I	I		
Circulatory System		X			I	I												I	I			I							I												I	I		
Musculoskeletal System	X			X	I	I												I	I										I												I	I		
Complementary Therapies					I	I													I			I							I															
First Aid/CPR		X	X	X	I	I													I										I															I
Sports First Aid 1	X			X	I	I													I																									

* September 1997: All practical arts courses replaced by Career and Technology Studies.

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LINKAGES – *Community Health: Correlations with Practical Arts** *(continued)*

Code: O = Available in other strands or courses
X = Covered in module I = Integrated

	Health Sciences 12, 22, 32																			Family Studies 7, 8, 9									Personal Living Skills 10, 20, 30															
	Skeletal System	Circulatory System	Respiratory System	Muscles	Miscellaneous Injuries and Disease	Careers	Integumentary System	Endocrine System	Nervous System	Digestive System	Urinary System	Reproductive System	Obstetrics	Pediatrics	Child Care	Medical Nursing	Surgical Nursing	Gerontology	Career Exploration	Child Care I	Grooming	Culture and Traditions	Child Care II	Family Life and Technology	Living Space II	Challenges and Choices	Personal Money Management	Living Space III	Personal Awareness	Resource Management	Managing a Lifestyle	Living Skills with Relationships	Child Study	Teen-Parent Relationships	Human Sexuality	Marriage	Parenting	Living On Your Own	Designing Home Environments	A Study of Housing	Senior Side of Living	Community Services for Children	Historical Family Crafts	The Family in Crisis
Advanced																																												
Family Issues						I													I			I		I		I			I		I	I		I							I	I		X
Parenting																						I									I	I					X	I				I		
Aging					I	I												X	I			I																			X			
Prenatal and Postnatal Care					I	I						X	X						I			I													I							I		
Day Care 2						I													I			I											X				I					I		
Home Care 3					I	I										I	I	I	I			I																			I			
Challenged Individuals					I	I													I											I	I											I		
Digestive System					I	I				X	X								I			I							I													I		
Nervous/Endocrine Systems					I	I		X	X										I										I													I		
Mental Health					I	I										X			I			I																				I		
Advances in Medical Technology						I													I			I																						
First Aid/CPR for Children	I	I	I	I	I	I								I	I	I			I			I																				I		I
Sports First Aid 2	I	I	I	I	I	I	I	I	I										I										I															

* September 1997: All practical arts courses replaced by Career and Technology Studies.

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TRANSITIONS – *Community Health: Module Relationships to Specific Related Occupations*

Community Health Modules	Ambulance Attend/Paramedical	Audiologist & Speech Pathology	Babysitter, Nannies & Parent Helpers	Biologist & Related Scientists	Cardiology Technician	Chiropractor	Community and Social Service Worker	Dietitian & Nutritionist	Family, Guidance, Marriage Counsellor	Physician	Nurse	Home Economist	Laboratory Technologist	Medical Receptionist	Physiotherapist	Day Care Worker	Athletic Therapist
Family Dynamics			X				X		X			X					
Caring for Children			X														
Child Development	X	X	X				X	X	X	X	X	X			X	X	
Home Care 1			X		X			X		X	X		X				
Perspectives on Health	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X
Adolescent Health Issues							X		X								
Perspectives on Marriage							X		X								
Community Volunteerism	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Day Care 1			X													X	
Home Care 2			X		X			X		X	X						
Sensory Challenges		X						X	X	X	X				X	X	
Respiratory System	X			X	X	X				X	X		X	X	X		X
Circulatory System	X			X	X	X				X	X		X	X	X		X
Musculoskeletal System	X			X	X	X				X	X		X	X	X		X
Complementary Therapies				X		X	X	X		X	X	X					X
First Aid/CPR	X				X	X				X	X				X		X
Sports First Aid 1						X				X	X					X	X
Family Issues							X		X	X	X	X					
Parenting			X				X			X							
Aging					X	X	X		X	X	X	X		X	X		X
Prenatal & Postnatal Care	X		X	X					X	X	X	X	X	X			
Day Care 2			X													X	
Home Care 3			X		X					X	X						
Challenged Individuals		X	X		X	X	X	X	X	X	X				X	X	X
Digestive System	X		X	X	X	X		X		X	X	X	X	X			X
Nervous/Endocrine Systems	X	X		X	X	X				X	X		X	X	X		X
Mental Health							X		X	X	X	X					X
Advances in Medical Technology				X	X	X		X	X	X	X		X	X	X		X
First Aid/CPR for Children	X		X		X						X				X	X	X
Sports Injuries 2						X				X	X				X		X

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TRANSITIONS – *Community Health: Related Occupations*

Information for this chart was obtained from the National Occupational Classification descriptions.

Educational Requirements:

D:	High School Education	B:	College or Vocational Education
C:	Apprenticeship	A:	University

Occupation Profile	NOC#	D	C	B	A
Ambulance Attendants and Other Paramedical Occupations	3234			✓	
Applied Chemical Technologist	2211		✓	✓	
Audiologists and Speech-Language Pathologists	3141				✓
Babysitters, Nannies and Parent Helpers	6474	✓			
Biologists and Related Scientists	2121				✓
Cardiology Technician	3217			✓	
Child and Youth Care Workers	4212			✓	✓
Chiropractor	3122				✓
Community and Social Service Workers	4152			✓	✓
Dental Assistant	3411			✓	
Dental Hygienist and Dental Therapist	3222			✓	
Dental Laboratory Bench Worker	3412	✓			
Dental Technician	3223			✓	
Dentist	3113				✓
Denturist	3221			✓	
Dieticians and Nutritionists	3132				✓
Domestic Service Personnel	6471	✓			
Dry Cleaning and Laundry Occupations	6681	✓			
Dry Cleaning and Laundry Supervisors	6214	✓			
Electroencephalographic and Other Diagnostic Technologists	3218			✓	
Elemental Medical and Hospital Assistants	3413	✓			
Employment Counsellor	4213			✓	✓
Family, Guidance, Marriage and Other Related Counsellors	4153				✓
Family, Marriage and Other Related Counsellors	4153				✓
General Practitioners and Family Physicians	3112				✓
Head Nurse and Supervisors	3151				✓
Health Policy Researchers, Consultants and Program Officers	4165				✓
Home Economist	4164				✓
Inspectors in Public and Environmental Health in Occupational Health and Safety	2263			✓	✓
Janitors, Caretakers and Building Superintendents	6663	✓			
Janitors, Caretakers and Building Supervisors	6215	✓			

Community Health continued

LINKAGES – *Community Health: Related Occupations (continued)*

Educational Requirements:

D:	High School Education	B:	College or Vocational Education
C:	Apprenticeship	A:	University

Occupation Profile	NOC#	D	C	B	A
Light Duty Cleaners	6661	✓			
Manager in Health Care	0311				✓
Medical Laboratory Technician	3212			✓	
Medical Laboratory Technologists and Pathologists' Assistants	3211				✓
Medical Radiation Technologist	3215			✓	
Medical Secretaries	1241			✓	
Medical Sonographer	3216			✓	
Medical Transcriptionist	1244			✓	
Midwives and Practitioners of Natural Healing	3232			✓	✓
Minister of Religion	4154			✓	✓
Nurses Aides and Orderlies	3233			✓	
Occupational Therapist	3143				✓
Optician	3231		✓		
Optometrist	3121				✓
Other Aides and Assistants in Support of Health Services	3414	✓			
Other Medical Technologists and Technicians (except Dental Health)	3219			✓	
Other Professional Engineer	2148				✓
Other Professional Occupations in Health Diagnosing and Treating	3219				✓
Other Professional Occupations in Social Science	4169				✓
Other Technical Occupations in Therapy and Assessment	3235			✓	
Pharmacist	3131				✓
Physiotherapist	3142				✓
Psychology	4151				✓
Receptionists and Switchboard Operators	1414	✓			
Registered Nurse	3152				✓
Registered Nursing Assistant	3233			✓	
Respiratory Therapists and Clinical Perfusionists	3214			✓	✓
Social Worker	4152				✓
Specialist Physician	3111				✓
Visiting Homemakers, Housekeepers and Related Occupations	6471	✓			

TRANSITIONS – *Community Health: Summary of Related Post-secondary Programs*

	Public Colleges								Private Colleges						Tech. Inst.		Universities				Vocational Colleges			
	Grande Prairie Regional College	Grant McEwan Community College	Keyano College	Lakeland College	Lethbridge Community College	Medicine Hat College	Mount Royal College	Red Deer College	Alberta College	Augustana University College	Canadian Union College	Concordia College	King's University College, The	North American Baptist College	NAIT	SAIT	Athabasca University	University of Alberta	University of Calgary	University of Lethbridge	AVC - Calgary	AVC - Edmonton	AVC - Lac La Biche	AVC - Lesser Slave Lake
BIOLOGICAL SCIENCES																								
Biological Sciences (including degree prgms in Biochemistry, Biology, Botany, Entomology, Genetics, Microbiology & Zoology)	1t2t	2t		1t		2t	2t	2t		B	B	B	B				B	BM PhD	BM PhD	BM				
Biological Sciences/Biomedical Engineering Technology (cert. & dip. prgms with various specializations)								1t							D									
CLERICAL																								
Medical Clerical/Medical Transcription		C						D	VD		D				C						C			
EDUCATION																								
Early Childhood Development/Education/Administration	D	CD	C	CD	CD	CD1t 2t	CD	CD										DB	B	DBM			C1t	C
Education (degree program with various specializations)	2t		2t	1t		2t	1t	2t		2t	B	B2t	B2t	V2t				DBM PhD	DBMP hD	BM				
Teacher Assistant		C						C																
FOOD SCIENCES & RELATED TECHNOLOGIES																								
Dietary Technology/Dietetics						1t					2t				D	VD								
HEALTH/MEDIAL SCIENCE & TECHNOLOGIES																								
Chiropractic Medicine, Pre		2t	1t			2t	1t	2t		2t	2t	2t						2t						
Dental Assisting/Hygiene											2t				C	C		D						
Dental laboratory/Denturist Technology															D									
Dentistry (DDS) and Pre Dentistry	2t	1t				1t2t	1t	2t		2t	2t	2t	V2t					DDS (4yr)	2t	2t				
Emergency Medical Technician (Ambulance, Paramedic)															CD	VCD							C	C

TRANSITIONS – *Community Health: Summary of Related Post-secondary Programs* *(continued)*

	Public Colleges								Private Colleges						Tech. Inst.		Universities				Vocational Colleges			
	Grande Prairie Regional College	Grant McEwan Community College	Keyano College	Lakeland College	Lethbridge Community College	Medicine Hat College	Mount Royal College	Red Deer College	Alberta College	Augustana University College	Canadian Union College	Concordia College	King's University College, The	North American Baptist College	NAIT	SAIT	Athabasca University	University of Alberta	University of Calgary	University of Lethbridge	AVC - Calgary	AVC - Edmonton	AVC - Lac La Biche	AVC - Lesser Slave Lake
Gerontology Studies		C			D		C											C	C					
Medical Clerical (incl. Dental Reception, Heath Record Administration/Technology, Hospital Admitting/Unit Clerk & Medical Office Assistant/Transcriptionist															CD	VC	C				C			
Medical Laboratory Science/ Technology (including combined Lab/X-ray & Cytotechnology						1t					2t				CD	CD		B						
Medicine (MD) and Medicine, Pre	2t	1t				1t2t	1t	2t		2t	2t	2t	B2t					MD (4y) PhD	MD (3y) PhD	2t				
Nursing, Basic programs, Pre-Nursing and Post RN +	DB	D2t			D	D1t 3t	C	DB			2t	1t					2tB	BM	BM	BM				
Nursing, Licensed Practical and Refresher				V																	C	C		C
Occupational Hygiene Technology/Safety					C													C						
Ophthalmic Dispensing (Glasses & Contact Lenses)															C(2y)									
Optometry, Pre-	1t	1t				1t	1t	1t		1t	2t							2t	1t	1t				
Orthopedic Technician																						C		
Pharmacology/Pharmacy/Pre-Pharmacy & Pharmacy Technician	1t	1t		1t		1t2t	1t	C1t				1t						BM Phd						
Physiology/Anatomy	1t							2t										BM Phd						
Radiological & Diagnostic Imaging (including Nuclear Medicine and X-ray Technology)											2t				CD	D		M						
Rehabilitation Medicine (incl. degree prgms in Occupational/ Physical Therapy & Speech Pathology & Audiology +						D1t 2t					2t							BM						

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TRANSITIONS – *Community Health: Summary of Related Post-secondary Programs* *(continued)*

	Public Colleges								Private Colleges						Tech. Inst.		Universities				Vocational Colleges			
	Grande Prairie Regional College	Grant McEwan Community College	Keyano College	Lakeland College	Lethbridge Community College	Medicine Hat College	Mount Royal College	Red Deer College	Alberta College	Augustana University College	Canadian Union College	Concordia College	King's University College, The	North American Baptist College	NAIT	SAIT	Athabasca University	University of Alberta	University of Calgary	University of Lethbridge	AVC - Calgary	AVC - Edmonton	AVC - Lac La Biche	AVC - Lesser Slave Lake
Respiratory Therapy											1t				D	D								
Sterile Processing																V								
HOME ECONOMICS																								
Home Economics (degree program with specializations in Clothing & Textiles, Family Studies and Foods & Nutrition)	1t			1t	V	1t	1t	1t		1t	1t	1t						BM		1t				
RECREATION, PHYSICAL EDUCATION																								
Leisure, Tourism & Society/ Recreation Administration/ Leisure (degree programs with various specializations)				C		1t		2t		1t		1t						BM	B	BM				
Physical Education (degree program with various specializations)	2t	1t		1t		2t	D1t	2t		B	2t	1t						BM PhD	BM	BM				
Recreation, Leadership & Management/Leisure Services (certificate & Diploma Program with various specializations) +					CD	D	D									D							C	C
RELIGIOUS STUDIES																								
Religious Education/Theological Studies (degree Program)							1t			B	CB	B2t	B	CD BM				BM	BM	BM				
SOCIAL AND COMMUNITY SERVICES																								
Community Services (incl. certificate and diploma programs in Addictions, Child & Youth Care, etc.) ?	2t	D	C		D	C	D	D2t										C			V		CD1t	CD
Interpreter Training (American Sign Language) +		C																						
Rehabilitation Practitioner/Services +	D	D		D	D	C2t	CD	D															C1t	

TRANSITIONS – *Community Health: Summary of Related Post-secondary Programs (continued)*

	Public Colleges								Private Colleges						Tech. Inst.		Universities				Vocational Colleges			
	Grande Prairie Regional College	Grant McEwan Community College	Keyano College	Lakeland College	Lethbridge Community College	Medicine Hat College	Mount Royal College	Red Deer College	Alberta College	Augustana University College	Canadian Union College	Concordia College	King's University College, The	North American Baptist College	NAIT	SAIT	Athabasca University	University of Alberta	University of Calgary	University of Lethbridge	AVC - Calgary	AVC - Edmonton	AVC - Lac La Biche	AVC - Lesser Slave Lake
Residential Aide		8w																				C		C (12w)
Social Work (degree program)	2t	2t	2t	2t		1t2t	D	D2t		2t	2t	2t					2t	2t	BM PhD	2t				
Volunteer Management		C			V																			
SOCIAL SCIENCE																								
Social Sciences (incl. degree programs in Anthropology, Applied Social Science....)	2t	2t	2t	2t	2t	1t2t	CD 2t	2t		B	B	B	3y 4yB				B	CBM PhD	BM PhD	BM				

CODES:					
B	Bachelor's Degree	D	Diploma (2 years)	w	weeks
M	Master's Degree	V	Varies	m	months
Ph.D.	Doctoral Degree	1t	One-year transfer	y	years
C	Certificate (1 year or less)	2t	Two-year transfer		

*Information adapted from "It's About Time: To Start Thinking About Your Future," Advanced Education and Career Development, 1995.

Colleges will credit students with 50 hours towards their first practicum experiences if they show their Level I Orientation Certificate

+ First Aid / CPR certificate required

? Related volunteer work required

CREDENTIALLING – *Credentialling Opportunities in Community Health*

Certificate	Agency	Other Strands	Modules	Instructor Qualifications	Comments
Babysitting	The Canadian Red Cross Society, St. John Ambulance		Caring for Children (CMH1040)	none (preferably Standard First Aid Certificate)	Includes AR, treatment for burns, poisoning, wounds, bleeding and baby care techniques
Emergency Child Care Child Care First Aid	The Canadian Red Cross Society, St. John Ambulance		First Aid/CPR for Children (CMH3120)	Certified First Aid/CPR Instructor with a Child Care Instructor designation	3-year nationally recognized certificate designed for child care workers (day care, police, fire, playground supervisors): • includes adult, infant and child CPR • recognized by Alberta Family & Social Services •
Emergency First Aid	The Canadian Red Cross Society, St. John Ambulance	CTR	Personal Safety Management (CTR1210)	Certified First Aid/CPR Instructor	3-year nationally recognized certificate includes AR, treatment for choking, bleeding, shock and one rescuer CPR: • currently recognized by OH&S as First-Aider II (under revision) • St. John Ambulance: minimum 11 years of age • The Canadian Red Cross Society recommends retraining every 2 years
Standard First Aid	The Canadian Red Cross Society, St. John Ambulance		First Aid/CPR (CMH2120)	Certified First Aid/CPR Instructor	3-year nationally recognized certificate includes Emergency First Aid, plus treatment of bone and joint injuries, heat, cold emergencies, medical conditions: • currently recognized by OH&S as First-Aider I (under revision) • St. John Ambulance: minimum 14 years of age • The Canadian Red Cross Society recommends retraining every 2 years

CREDENTIALLING – ***Credentialling Opportunities in Community Health*** *(continued)*

Certificate	Agency	Other Strands	Modules	Instructor Qualifications	Comments
Family Health Care	The Canadian Red Cross Society, St. John Ambulance (potential)		Home Care 1 (CMH1060)	none	Under revision
Day Care Level I Orientation Qualification Certificate	Alberta Family and Social Services		Day Care 1 and 2 (CMH2050 and 3050) plus 2 project modules	none	The minimum qualification required by Day Care Workers in Alberta: • recognized by Alberta Family and Social Services • must be 16 years of age • students will be credited with 50 hours towards their first practicum if they enroll in ECD courses at Alberta colleges
Athletic First-Aid	Alberta Sports Medicine Council		Sports First Aid 1 (CMH2140)	none	The emphasis is on prevention of sports injuries includes caring for sports injuries and basic taping techniques
Advanced First Aid Level II (100 hours)	St. John Ambulance	CTR	Project modules (CTR3110–3150)	Certified First Aid Instructor Advanced II	Includes oxygen administration, extended first aid and accident scene management
Oxygen Administration (10 hours)	St. John Ambulance	CTR	Project modules (CTR3110–3150)	Certified Oxygen Administration Instructor	Includes supplemental oxygen in emergencies, treatment of hypoxia and safety measures in handling oxygen
CPR Level C (12 hours)	Canadian Red Cross St. John Ambulance	CTR	Project modules	CPR Instructors	Nationally recognized certification "Basic Rescuer" includes airway management and CPR for adults, child, infants and 2-rescuer adult CPR

COMMUNITY HEALTH

SECTION I: LEARNING RESOURCE GUIDE

This section of the GSI has been designed to provide a list of resources that support student learning.

Three types of resources are identified:

- Authorized: Resources authorized by Alberta Education for CTS curriculum; these resources are categorized as basic, support, or teaching
- Other: Titles provided as a service to assist local jurisdictions to identify resources that contain potentially useful ideas for teachers. Alberta Education has done a preliminary review of these resources, but further review will be necessary prior to use in school jurisdictions
- Additional: A list of local, provincial and national sources of information available to teachers, including the community, government, industry, and professional agencies and organizations.

The information contained in this Guide, although as complete and accurate as possible as of June 1997, is time-sensitive.

For the most up-to-date information on learning resources and newer editions/versions, consult the LRDC *Buyers Guide* and/or the agencies listed in the Distributor Directory at the end of this section.

CTS is on the Internet
Internet Address:
http://ednet.edc.gov.ab.ca

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INTRODUCTION

CTS AND THE RESOURCE-BASED CLASSROOM

Career and Technology Studies (CTS) encourages teachers to establish a resource-based classroom, where a variety of appropriate, up-to-date print and nonprint resources are available. Learning resources identified for CTS strands include print, software, video and CD-ROM formats. Also of significance and identified as appropriate throughout each strand are sources of information available through the Internet.

The resource-based classroom approach accommodates a variety of instructional strategies and teaching styles, and supports individual or small group planning. It provides students with opportunities to interact with a wide range of information sources in a variety of learning situations. Students in CTS are encouraged to take an active role in managing their own learning. Ready access to a strong resource base enables students to learn to screen and use information appropriately, to solve problems, to meet specific classroom and learning needs, and to develop competency in reading, writing, speaking, listening and viewing.

PURPOSE AND ORGANIZATION OF THIS DOCUMENT

The purpose of this document is to help teachers identify a variety of resources to meet their needs and those of the students taking the new CTS curriculum. It is hoped that this practical guide to resources will help teachers develop a useful, accessible resource centre that will encourage students to become independent, creative thinkers.

This document is organized as follows:

- Authorized Resources:
    - – basic learning resources
    - – support learning resources
    - – teaching resources
- Other Resources
- Additional Sources.
- Distributor Directory.

Some resources in the guide have been authorized for use in some or all of the CTS strands, e.g., the Career and Technology Studies video series produced by ACCESS: The Education Station. Further information is provided in relevant sections of this resource guide.

Each resource in the guide provides bibliographic information, an annotation where appropriate, and a module correlation to the CTS modules. The distributor code for each entry will facilitate ordering resources. It is recommended that teachers preview all resources before purchasing, or purchase one copy for their reference and additional copies as required.

Distributor Code	Resources		Levels/Mod. No.		
			1	2	3
ACC	Title	Author	1010	2010	3010
	Bibliographic Information				
	Annotation				

Distributor Code - see Distributor Directory

1 = Introductory
2 = Intermediate
3 = Advanced

Indicates module number

HOW TO ORDER

Most authorized resources are available from the Learning Resources Distributing Centre (LRDC) at:

12360 – 142 Street
Edmonton, AB T5L 4X9
Telephone: 403–427–5775 (outside of Edmonton dial 310–0000 to be connected toll free)
Fax: 403–422–9750
Internet: http://ednet.edc.gov.ab.ca/lrdc

Please check LRDC for availability of videos.

RESOURCE POLICY

Alberta Education withdraws learning and teaching resources from the provincial list of approved materials for a variety of reasons; e.g., the resource is out of print; a new edition has been published; the program has been revised. Under section 44 (2) of the *School Act*, school boards may approve materials for their schools, including resources that are withdrawn from the provincial list. **Many school boards have delegated this power to approve resources to school staff or other board employees under section 45 (1) of the *School Act*.**

For further information on resource policy and definitions, refer to the *Student Learning Resources Policy* and *Teaching Resources Policy* or contact:

Learning Resources Unit, Curriculum Standards Branch
Alberta Education
5th Floor, Devonian Building, East Tower
11160 Jasper Avenue
Edmonton, AB T5K 0L2
Telephone: 403–422–4872 (outside of Edmonton dial 310–0000 to be connected toll free)
Fax: 403–422–0576
Internet: http://ednet.edc.gov.ab.ca

Note: Owing to the frequent revisions of computer software and their specificity to particular computer systems, newer versions may not be included in this guide. However, schools may contact the LRDC directly at 403–427–5775 for assistance in purchasing computer software.

Trademark Notices: Microsoft, Access, Excel, FoxPro, Mail, MS-DOS, Office, PowerPoint, Project, Publisher, Visual Basic, Visual C++, Windows, Windows NT, Word, and Works are either registered trademarks or trademarks of Microsoft Corporation. Apple, Mac, Macintosh, and Power Macintosh are either registered trademarks or trademarks of Apple Computer, Inc. Other brand and product names are registered trademarks or trademarks of their respective holders.

AUTHORIZED RESOURCES

BASIC LEARNING RESOURCES

The following basic learning resources have been authorized by Alberta Education for use in the Community Health curriculum. These resources address the majority of the learner expectations in one or more modules and/or levels. A curriculum correlation appears in the right-hand column.

Distributor Code	Resources	Levels/Module No. 1	2	3
CRC	*Babysitter's Manual*. The Canadian Red Cross Society, 1995. Student Manual. This is the required manual to complete The Canadian Red Cross Society babysitting certification course. The facilitator's guide has been prepared to help teach The Canadian Red Cross Society Babysitter's Course. It is a direct supplement to the babysitting manual used by participants in the course. The goal is to help students learn child care, emergency prevention and basic first-aid skills. **Note**: A current instructor's certification is required to obtain the facilitator's guide through The Canadian Red Cross Society.	1040		
CRC	*Child Care First-Aid*. The Canadian Red Cross Society, 1996. Manual. *Emergency Child Care Supplement* and *Emergency Child Care for Child Care Workers Instructor's Guide and Reference* have been replaced by the new course and has been renamed and is now referred to as the Child Care First-aid program. The materials for the new course are the *Child Care First-Aid Manual* and the *Basic Life Support (Alternate Version) Manual*. The Child Care First-Aid Course is taught by a certified instructor. Participants will receive a Child Care First-Aid certificate upon completion of the course. The course materials emphasize injury prevention of children. Course content includes preventing infections, recognizing signs of illness, treatment of common children's injuries and recognizing and dealing with child abuse. Includes all concepts considered by Alberta Social services to be important in training persons caring for children, to meet medical emergencies. The content is very applicable to parents, nannies, babysitters, teachers or anyone interested in child-related first-aid. Adult CPR and Infant/Child CPR is included.			3120
LRDC	*Contemporary Living*. V. Ryder and M. Harter. Goodheart-Wilcox Company. Irwin Publishing, 1995. This text has been completed revised, reorganized and redesigned. It provides an objective, yet sensitive, presentation of contemporary issues students may face now and in the future. Students will understand their development as individuals and family members and learn to identify the attitudes, values, standards and goals that will influence their decision making. An entirely new chapter has been added on balancing family and work, and many other new topics have been included, bringing this book up-to-the-minute with what's happening now.	1010 1050 1080	2010 2020 2030	3010 3020 3030 3040

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Basic Learning Resources (continued)

Distributor Code	Resources	Levels/Module No.		
		1	2	3
LRDC	*Developing Child, The.* (7th edition.) Holly E. Brisbane. Glencoe/McGraw-Hill, 1997. Student Textbook. This textbook traces the stages of children's development from birth to six years of age, promoting positive guidance and interactions. It addresses critical thinking skills and co-operative learning. An excellent resource for students studying child care, parenting and family issues modules. The teacher's wraparound edition is an excellent resource for teachers in child development related areas, parenting and family issues. Teaching strategies in this wraparound edition are a valuable asset. A student workbook and teacher's annotated edition student workbook are also available. **Note**: This resource addresses topics that may be sensitive in some Alberta communities. Prior to the start of human sexuality instruction, parents must be advised of their right to exempt their child from this component of a module/course.	1040 1050	2050	3010 3020 3030 3040 3050
LRDC	*Families Today.* Connie R. Sasse. Glencoe/McGraw-Hill, 1997. Student Textbook. A comprehensive textbook covering all aspects of family, adolescents, dating and marriage, parenting and aging. A colourful user friendly-format with many activities including chapter reviews to stimulate learning. The teacher wraparound edition includes a multitude of effective teaching strategies. A student workbook and teacher's annotated edition student workbook are also available. **Note**: This resource addresses topics that may be sensitive in some Alberta communities. Prior to the start of human sexuality instruction, parents must be advised of their right to exempt their child from this component of a module/course.	1010	2010 2020	3010 3020 3030
SJA	*First-Aid in Child Care.* St. John Ambulance. Canadian Cataloguing in Publication Data, 1993. Course Supplement. An introduction to priority action approach, handling emergency situations, body systems and emergency medical systems. An instructor's guide is available. The activity book is required to complete first-aid in Child Care certification course.			3120
LRDC	*First-Aid: The Vital Link.* The Canadian Red Cross Society. Mosby Lifeline, 1994. This manual is required for the Red Cross Standard or Emergency First Aid Courses. **Note**: An instructor's manual and coloured transparencies are also approved as teaching resources. The instructor's manual is required for obtaining The Canadian Red Cross Society First Aid and CPR credentials. The coloured transparencies are an excellent aid to teaching the components of these courses. A current instructor's certification is required to obtain these resources through The Canadian Red Cross Society.	CTR 1210	2120 2130	3120 3130

Basic Learning Resources (continued)

Distributor Code	Resources	Levels/Module No.		
		1	2	3
SJA	*First-Aid: First on the Scene.* St. John Ambulance. Canadian Cataloguing in Publication Data, 1994. Emergency Level Activity Book. The activity book required to complete Emergency First-Aid and CPR certification courses. An instructor's guide is available. **Note**: Teachers presenting this course should be aware of the *Emergency Medical Aid Act* governing first-aid procedures in Alberta. In advance to presenting this course, students and then parents should be aware that emergency scenarios may be sensitive to some and that resources include descriptions of emergency childbirth whether or not this section is selected for study. Teachers can adapt their presentation of this course material to include modifications for first-aider or casualty with a disability.	CTR 1210		
SJA	*First Aid: First on the Scene.* St. John Ambulance. Canadian Cataloguing in Publication Data, 1994. Standard Level Activity Book. The activity book is required to complete Standard First Aid and CPR certification. Includes priority action approach, handling emergency situations, body systems and emergency medical system. An instructor's guide is available. **Note**: Teachers presenting this course should be aware of the *Emergency Medical Aid Act* governing first-aid procedures in Alberta. In advance to presenting this course, students and then parents should be aware that emergency scenarios may be sensitive to some and that resources include descriptions of emergency childbirth whether or not this section is selected for study. Teachers can adapt their presentation of this course material to include modifications for first-aider or casualty with a disability.		2120 2130	3120
LRDC	*Human Body in Health and Disease, The.* (8th Edition.) Memmler, Cohen and Wood. J.B. Lippincott-Raven Publishers. Login Brothers Canada, 1996. Student Text. The emphasis is on anatomy and physiology with exercises, problems and practical applications. A study guide (workbook) is available.		2080 2090 2100	3030 3040 3080 3090
LRDC	*Nursing Assistant – A Nursing Process Approach.* (7th Edition.) Barbara Hegner, Esther Caldwell and Joan Needham. Delmar Publishers Inc., 1995. This resource is an introduction to nursing assisting with components involving principles of health, human needs and communication, principles of body mechanics and nutrition. A basic look is given to body systems. **Note**: The stereotyping of male physicians and non-Canadian references.	1060	2060 2080 2090 2100	3040 3060 3080 3090 3100 3110

Basic Learning Resources (continued)

Distributor Code	Resources	Levels/Module No.		
		1	2	3
SJA	*What Every Babysitter Should Know?* St. John Priory of Canada, St. John Ambulance, 1992. Handbook. All components are available to utilize an instruction of first-aid and the St. John Ambulance Babysitting certification course. Introduction to priority action approach, handling emergency situations, body systems and emergency medical systems. An instructor's guide is available. **Note**: Teachers using this resource should discuss appropriate terminology when referencing children with disabilities. To ensure personal health and safety when concerns arise with employers babysitters should be cautioned to be assertive but not aggressive.	1040		

SUPPORT LEARNING RESOURCES

The following support learning resources are authorized by Alberta Education to assist in addressing some of the learner expectations of a module or components of modules.

Distributor Code	Resources	Levels/Module No.		
		1	2	3
OFL	*As I Am: Portraits of Persons with a Developmental Handicap.* Metropolitan Toronto Association for Community Living, Omega Films Ltd., 1990. Video. Profiles the stories of three young people with a developmental handicap. Designed to initiate discussion about this among teens, parents, counsellors and others.			3070
LRDC	*Aspects of Caring.* SME Productions. Jeflyn Video Consultants, 1995. Video. This video is excellent for basic care information when looking after someone with chronic illness. Information directed to professionals who support care givers, volunteers, support services and friends.	1060	2060	3060
MLC	*Athletes and Injuries Series.* Series Spectra Productions, Magic Lantern Communication Ltd., 1990. Video. Series of six videos: *Basic Conditioning Techniques; Immediate First Aid; Prevention of Injury; Protective Equipment; Taping Athletic Injuries; Understanding and Responding to an Athletic Injury.* **Note**: Recommended for Grades 10, 11 and 12, this resource contains six segments of information useful in sports medicine. It emphasizes prevention, avoidance and care of athletic injuries as it examines basic conditioning techniques, immediate first aid, prevention of injury, protective equipment, taping athletic injuries and understanding and responding to an athletic injury.		2130	3130
MMC	*Baby Owner's Manual, The: Healthy Parenting for Teens.* (Parenting Education.) Meridan Education Corporation, McGraw-Hill Ryerson, 1993. Video and User's Guide. This video is designed for teen parents. Through interviews with teen parents and dramatic re-enactments, the video gives teens an overview of what it is like for a teenager to have a baby. **Note**: This resource addresses topics that may be sensitive in some Alberta communities. Prior to the start of human sexuality instruction, parents must be advised of their right to exempt their child from this component of a module/course.	1050	2050	3020 3040
LRDC	*Becoming a Family.* (The ABC's of Parenting Series.) Cambridge Educational. Kinetic Inc., 1995. Video. This video discusses issues such as when is a good time to have a child, impact of the baby's arrival, managing careers and children.	1010		3010 3020

Support Learning Resources (continued)

Distributor Code	Resources	Levels/Module No.		
		1	2	3
LRDC	*Being a Long-Term Care Nursing Assistant.* (3rd Edition.) Prentice Hall Canada Inc., Allyn & Bacon Canada, 1991. Student Textbook and Workbook Skills Checklist. American regulations and terminology. Reviews body systems, provides skills, training and holistic approach to caring for individuals. Special focus on needs of elderly and chronically ill individual. Emphasis placed on working environment and rehabilitation. **Note**: This resource addresses topics that may be sensitive in some Alberta communities. Prior to the start of human sexuality instruction, parents must be advised of their right to exempt their child from this component of a module/course.	1060	2060 2080 2090 2100	3030 3040 3060 3080 3090
ACC	*Blood.* (The Living Body Series.) Films for the Humanities & Sciences. Jeflyn Video Consultants, 1995. Video. This video discusses blood and circulation, and sickle cell anemia. Use of MRI, science and technology in medicine.		2090	3110
UA	*Canadian Health Care System, The.* Andrews, D. Marco, James S. Kieser, Northcott, Rehill, Schurman, Storch, Trueman, Truman, Wilson and Donna M. Wilson, (Ed.) University of Alberta, 1995. This book is written to help Canadians know more about their health care system in user-friendly language. Distributed free of charge.	1080		
ACC	*Career and Technology Studies: Key Concepts.* Edmonton, AB: ACCESS: The Education Station. Video. A Series of videos and utilization guides relevant to all CTS strands. The series consists of *Anatomy of a Plan; Creativity; Electronic Communication; The Ethics Jungle; Go Figure; Innovation; Making Ethical Decisions; Portfolios; Professionalism; Project Panning; Responsibility; and Technical Writing.*	all CTS	all CTS	all CTS
LRDC	*Care Givers Guide, A. Practical Solutions for Coping with Aging Parents or a Chronically Ill Partner or Relative.* Personal Self-Help (2nd Edition.) International Self-Counsel Press Ltd., 1994. Practical solutions for coping with aging parents or a chronically ill partner or relative. The book explores a variety of care giving arrangements. Work skills also provided to help one assess these specific situations. Practical, realistic and provides emotional support for care givers.	1060	2060	3060

Support Learning Resources (continued)

Distributor Code	Resources	Levels/Module No.		
		1	2	3
LRDC	*Cardiopulmonary Resuscitation (CPR) and the Human Body Parts 1 & 2. Basic First Aid for Babysitters.* Substance Abuse Education, Inc., Software Plus, 1992. Courseware/Print. CPR - the American Heart Association guidelines. Human Body parts I-II shows location and functions of internal and external structures of the body (respiration reproduction, muscles, skeleton, nervous endocrine, circulatory, digestive and urinary systems).	1040		3120
MEC	*Child Abuse and Neglect.* Meridian Educational Corporation, McGraw-Hill Ryerson Ltd., 1990. Video. An overview of the five basic categories of child abuse and their effects. It delves into the causes that lead parents and caregivers to abuse children, the ways abuse can be stopped and further abuse prevented.			3010 3020 3050
LRDC	*Child Grows, A: The First Year (Video includes User's Guide.)* Learning Seed. McIntypre Media Ltd., 1993. An all infant cast will capture the students' interest and help them understand the developmental landmarks of the first year.	1040 1050		
ACC	*Day Care Matters Series.* ACCESS Television Network; Edmonton, Alberta, 1990. Video. (These video cassettes complement the Self-Study Orientation Course for Day Care Staff – see Teaching Resources.) *Facilitating Play:* identifies the importance of play in cognitive, social, emotional and physical development. Analyzes the components of space, material, time and rules in the provision for play. *Nurturing Through Physical Routine:* discusses how basic physical routines such as eating, toileting and resting are important in the emotional development of young children. It demonstrates the importance of fostering trust, independence and initiative in young children. *Supporting Family Relationships:* focuses on supporting family relationships, especially families of children in Day Care settings. Stresses teamwork between families, child and caregivers. Strategies of open communication, sensitivity to stress and involving parents are discussed. *Communicating With Children:* identifies factors that affect communication of caregivers and children. Explores communication to build trust, attentive, honest and reassuring relationships. Development of language and strategies used to assist this development and regulation of behaviour is discussed.		2050	3050
MLC	*Death and Dying.* (Living With Health Series.) Dallas Magic Lantern Communication Ltd., 1994. Video. This video discusses death as a normal part of the process of living. The stages of death and dying are discussed in a manner that will hold the interest of the students. A difficult topic discussed openly, frankly and with sensitivity.			3010 3030 3060

Support Learning Resources (continued)

Distributor Code	Resources	Levels/Module No.		
		1	2	3
LRDC	*Developing Child, The.* Holly E. Brisbane. Glencoe/McGraw-Hill, 1997. Student Workbook. See Basic Learning Resources for annotation and module correlation.			
MS	*Developing Child Series, The.* Magna Systems; Milan Herzog Associates, S.A. Films, Inc. and Rashko & Co. Publisher/ Producer, 1994/95. Videos and Workbooks. This series focuses on child development from conception through childhood and adolescents. The videos illustrate the developmental stages by providing actual photos of children. Twenty-seven individual titles provide for flexible teaching strategies and the accompanying workbook supplies ideas for quiz questions and discussion activities. The module titles include: *Module 1: Observation (37:25)* *Module 2: Study of the Child: History and Trends (27:52)* *Module 3: Theories of Development (27:22)* *Module 4: Context of Development (29:23)* *Module 5: Conception and Heredity (28:47)* *Module 6: Prenatal Development (29:40)* *Module 7: Understanding Pregnancy (30:36)* *Module 8: The Neonate (29:59)* *Module 9: Infancy: Landmarks of Development (22:10)* *Module 10: Infancy: Beginnings in Cognition and Language (29:11)* *Module 11: Infancy: Early Relationships (18:36)* *Module 12: Infancy: Self and Social World (14:53)* *Module 13: Early Child Care and Education (35:56)* *Module 15: Nutrition (27:24)* *Module 16: Exceptional Children (30:14)* *Module 17: Toddlerhood: Physical and Cognitive Development (25:58)* *Module 18: Toddlerhood: Emotional Development (28:56)* *Module 19: Preschoolers: Physical and Cognitive Development (28:15)* *Module 20: Preschoolers: Social and Emotional Development (28:44)* *Module 21: Play (30:07)* *Module 22: Language Development (24:58)* *Module 23: Self Identify and Sex Role Development (31:04)* *Module 24: Moral Development (30:31)* *Module 25: Middle Childhood: Growth and Development (29:38)* *Module 26: Middle Childhood: Society of Children (29:22)* *Module 27: Middle Childhood: Sense of Industry (29:22)* *Module 28: Adolescence: Physical Growth and Development (25:10)* **Note**: Modules 14, 29 and 30 from the original series were not approved due to the sensitive nature of the topics.	1050	2050	3010 3020 3040 3050

Support Learning Resources (continued)

Distributor Code	Resources	Levels/Module No.		
		1	2	3
LRDC	*Don't Play in the Leaves.* Foundation on Independent Living. Foundation on Independent Living. Magic Lantern Communications, 1995. Video. This video discusses attitudes of society towards disabilities over the past century.			3070
LRDC	*Families Today.* Connie R. Sasse. Glencoe/McGraw-Hill, 1997. Student Workbook. See Basic Learning Resources for annotation and module correlation.			
LRDC	*Family Albums: Portraits from a New Canada.* Karante Productions. Magic Lantern Communications, 1995. Video. This video looks at Canada's struggle to understand what to value in our culturally diverse society.	1010	2020	3010 3020
ACC	*Family Healing, A: Coming to Terms with Intellectual Disabilities.* Amistad Video. Kinetic Inc., 1996. Video. This video focuses on a highly personal documentary about a family struggling with issues surrounding intellectual disabilities. Details family relationships and how they become skewed when disabilities command attention.			3010 3070
ITE	*Family Life Series.* International Telefilm Enterprises, 1991. Video. Topics discussed on this cassette include: *Families in Transition, Parents of Blended Families, Step-Parenting and Step-Children.* The Canadian content of this video makes it a valuable teaching tool. A blend of experts discussion and the use of charts round out the videos.	1010	2020	3010 3020
LRDC	*Glencoe Health: A Guide to Wellness,* (4th Edition). Mary Bronson Merki and Don Merki. Glencoe McGraw-Hill Ryerson, 1994. Student Textbook. A good basic student text covering traditional health topics including today's toughest health issues. Students will be challenged to examine specific health issues and related health-related technology. Includes good coverage of occupations in the Community Health field. The teacher's wraparound edition is also available. **Note**: This resource addresses topics that may be sensitive in some Alberta communities. Prior to the start of human sexuality instruction, parents must be advised of their right to exempt their child from this component of a module/course.	1010	2010 2020 2080 2090 2100	3010 3020 3030 3040 3080 3090 3100 3110

Support Learning Resources (continued)

Distributor Code	Resources	Levels/Module No.		
		1	2	3
VEC	*Having a Healthy Baby Series.* Visual Education Centre, Churchill Media, 1994. Video. The *Having a Health Baby: Pregnancy* video presents information and concerns about pre-natal care emphasizing nutrition and exercise. During childbirth classes and physicians' visits, a number of pregnant women discuss what they must do to take care of themselves. The *Having a Healthy Baby: Labour and Delivery* (3rd Edition) video follows two couples from the beginning of labour through birth. **Note**: These resources address topics that may be sensitive in some Alberta communities. Prior to the start of human sexuality instruction, parents must be advised of their right to exempt their child from this component of a module/course.			3020 3040
LRDC	*Healthy Aging.* Wellspring Media. Jeflyn Video Consultants, 1991. Video. This video discusses how having a life plan can contribute towards longevity and successful aging.			3030
MMGC	*Hearing Disorders.* Medicine Demystified Series. MultiMedia Group of Canada;, 1988–1994. Video. This video gives a brief description of the anatomy and physiology of the ear. It features a number of issues concerning hearing conditions throughout the life cycle.		2070	3090
LRDC	*How It Works Series.* Ziff Davis Press; Copp Clark Longman Ltd., 1995. Manuals. The How It Works Series are: *How Your Body Works; How Your Baby is Born; How Your Immune System Works; How Your Brain Works; How Your Heart Works.* A very colourful, easy to read resource (self-contained layouts and full-colour graphics) to enhance teaching of the body systems and related health issues. **Note**: *How Your Baby is Born*— teachers should preview before using with students. *How Nutrition Works*—no longer available from series.	1050 1060	2060 2080 2090 2100	3030 3040 3080 3090
MLC	*How The Body Ages.* (Growing Old in a New Age.) CPB Annenburg, Magic Lantern Communication Ltd., 1993. Video. This video describes the physiological changes that occur with aging, e.g., appearance, strength and resistance to disease. It discusses environmental and programmed theories and reviews directions for future research.			3030 3060

Support Learning Resources (continued)

Distributor Code	Resources	Levels/Module No.		
		1	2	3
LRDC	*Human Anatomy and Physiology.* Paul Anderson. Jones and Bartlett Publishers, 1990. Colouring Workbook and Study Guide. This workbook is suitable for use with all leading human anatomy and physiology texts. It includes over sixty colouring exercises, excellent anatomical art work and hundreds of exercises including multiple choice, true false and matching. Resource provides a technical overview of human anatomy and physiology, including the reproductive system.		2080 2090 2100	3040 3080 3090
LRDC	*Human Body in Health and Disease, The.* (8th Edition.) Memmler, Cohen and Wood. J.B. Lippincott-Raven Publishers. Login Brothers Canada, 1996. Study Guide (Workbook). See Basic Learning Resources for annotation and module correlation.			
LRDC	*Human Physiology and Health in the Caring Context.* S. Ford, et. al. Stanley Thornes (Publishers) Ltd. Bacon and Hughes, 1995. This resource is written for students and presents anatomy, physiology and health in the context of care. **Note**: This resource references European and UK laws, regulations and enforcement practices; therefore, should be supplemented with Canadian laws, regulations and enforcement practices.	1060	2060 2080 2090 2100 2130	3060 3080 3090 3130
CLC	*I Work With A Guy Who's Deaf and Blind.* Canadian Learning Company, Inc., 1992. Video. The video shows the successful integration of a severely disabled employee into the work force. The program illustrates the value to both the individuals involved and the corporation of valuing diversity and creating an environment which supports and encourages everyone's efforts to work as a team. **Note**: Teachers should be aware that the video opens with reference to alcohol consumption.		2070	3070 3110
CLC	*I'm Pretty Old.* Terra Nova Films Inc., Canadian Learning Company, Inc., 1993. Video. A video made up of the reflections and comments of several older residents in a long-term care facility talking about what it is like for them to give up a certain amount of independence as they experience increased physical frailty. This video is an excellent resource for professionals and para-professionals who work with residents in a long-term care facilities.	1060	2060	3030 3060

Support Learning Resources (continued)

Distributor Code	Resources	Levels/Module No.		
		1	2	3
LRDC	*Infant & Toddler First Aid Series.* Apogee Productions Ltd. Jeflyn Video Consultants, 1994. Video. *Volume I: Accidents* - covers preparation, bites, stings, sunburn, heat exhaustion, heat stroke, electrical shock, frostbite, emergency medical services, head injuries, nose injuries, falls, sprains, fractures, cuts, burns and shock. *Volume II: Illnesses* - covers first-aid kit, poisoning, croup, fever, emergency medical services, seizures, choking, rescue breathing and CPR review.	1040 1050		3020 3120
VEC	*Labour and Delivery for Teens.* Churchill Media, Visual Education Centre, 1993. Video. This video follows two teens through their labour and delivery. Detailed animation illustrates the physiology of labour and birth. The importance of staying in school and prenatal care are stressed. **Note**: This resource addresses topics that may be sensitive in some Alberta communities. Prior to the start of human sexuality instruction, parents must be advised of their right to exempt their child from this component of a module/course.			3020 3040
MLC	*Lily: Time To Grow Series.* Atschull Corporation, Magic Lantern Communication Ltd., 1993. Video. Series of five videos: *Discipline: What Lily Learned; First Two Years: What Lily Learned; Health During Pregnancy: Lily Looked Back; Toddler Safety: What Lily Learned; Years Three Through Five: What Lily Learned.* Lily, a young mother, narrates the Lily series. The growth and development of a young child from birth through five years are documented including feeding, checking for signs of illness, learning from play, teaching discipline and preparing for school. Toddler safety is discussed as well as health during pregnancy.	1040 1050	2050	3020 3040 3050
LRDC	*Massage and Aromatherapy: A Practical Approach for NVQ Level 3.* L. Goldberg. Stanley Thornes (Publishers) Ltd. Bacon and Hughes, 1995. The content of this book covers the working environment, massage and systems of the body, massage techniques and routines, essential oils and aromatherapy massage.		2110	

Support Learning Resources (continued)

Distributor Code	Resources	Levels/Module No.		
		1	2	3
MLC	*Maximizing Physical Potential of Older Adults.* (Growing Old in New Age Series.) Magic Lantern Communications Ltd., 1993. Video. Part of a 13-part television course documenting the physiological and social aspects of aging. Elders discussion complemented by experts.	1060	2060	3030 3060
MLC	*My Dad Can't Be Crazy Can He?* Learning Corporation, Magic Lantern Communication Ltd., 1990., Video. This video examines the seriousness and scope of mental illness in society today. It takes a dramatic look at a family's struggle to come to terms with the father's schizophrenia, their denial to themselves and others and excusing unstable behaviour before seeking medical help. A sensitive issue covered in a manner that will capture student's interest. **Note**: The title of this video may cause some concern but teachers should emphasize that the video makes the point that the father is mentally disturbed.			3010 3100
MLC	*Myths and Realities of Aging.* (Growing Old in New Age Series.) CPB-Annenburg, Magic Lantern Communication Ltd., 1993. Video. This video relates the myths and realities of aging by seniors from all walks of life. It would support the Aging module in a manner that will retain the interests of students.	1060	2060	3030
CTV	*Something Old, Something New.* CTV Program Sales, 1989. Video. This film describes how married Canadians try to keep their married love alive and their homes together. It defines the inevitable stresses that twist the foundations of all marriages: sex, children, money, envy and boredom.		2020	3010
LRDC	*Studying Children: Observing and Participating.* (2nd edition.) Henry Draper, Wanda Draper and Lenorah Polk. Glencoe Publishing, 1988. The book is designed to help the learner develop skills for observing children and participating in their activities. A brief overview of child development is included.	1050	2050 2060	3050
ACC	*Technology of the Disabled.* Landmark Media. Omega Films Ltd., 1995. Video. This video discusses how technology has made life easier for individuals with disabilities.			3070 3110

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Support Learning Resources (continued)

Distributor Code	Resources	Levels/Module No.		
		1	2	3
MLC	*Transplant Immunology*. (Canadian Women in Science Series.) Magic Lantern Communications Ltd., 1990. Video. Medical technologists who employ the latest technology and working conditions in a very positive fashion are explained. Encourages students to enter a challenging career in the sciences.			3110
LRDC	*Ultimate Human Body, The. A Multimedia Guide to the Body and How It Works* (Windows Version and MacIntosh Version, CD-ROM.) D. Kindersley. Irwin Publishing, 1994/95. Courseware. An interactive journey through the human body to discover what every part of the body is called, see where it is situated, what it looks like and how it functions. "The Body Machine" illustrates how the body carries out complex processes and "The Body Organs" focus on the individual organs and then how "Body Systems" work together to perform essential functions.		2080 2090 2100 2130	3040 3080 3090 3130
MLC	*Who's In Charge: Teens Talk About Diabetes.* (Diabetes: Balance and Control Series.) Artschul Corporation; Magic Lantern Communications Ltd., 1994. Video. Teenagers discuss the challenges of living with diabetes. Coping with diabetes as a teenager takes good communication skills, being assertive and support from family and friends.		2010 2060	3010 3090
MEC	*Working Marriage Partners*. Meridian Education Corporation, McGraw-Hill Ryerson Ltd., 1992. Video. A successful marriage is structured around a partnership - balancing of personal needs, strengths, weaknesses and skills that each partner brings to the marriage. This video shows how a successful marriage partnership can help a couple cope with a wide range of financial, family, occupational and emotional strains.		2020	3010

TEACHING RESOURCES

The following teaching resources are authorized by Alberta Education to assist teachers in the instructional process.

Distributor Code	Resources	Levels/Module No.		
		1	2	3
LRDC	*Anatomy and Physiology Learning System, The.* E. Applegate. W.B. Saunders Company, Harcourt Brace and Company Canada, 1995. The textbook is designed to prepare students entering a health-related profession. The clear, concise presentation of information and concepts, applications for aging, suggested clinical applications and colourful illustrations increase interest and comprehension for the senior student.		2090 2100	3020 3080
CRC	*Babysitter's Course.* The Canadian Red Cross Society, 1995. Facilitators Guide. See Basic Learning Resources for annotation and module correlation.			
LRDC	*Basic Course in American Sign Language, A.* T. Humphries et al. T.J. Publishers, 1994. This is an excellent resource for teachers of Sensory Challenges. It clearly illustrates the techniques of sign language in 22 lessons plus the alphabet and numbers. **Note**: As American laws and organizations are referenced (pages 6 - 13), teachers are advised to supplement this resource with Canadian Content.		2070	
CRC	*Basic Life Support.* (Alternate Version.) The Canadian Red Cross Society, 1996. Manual. See Basic Learning Resources for annotation and module correlation.			
LRDC	*Cross-Cultural Caring: A Handbook for Health Professionals.* Waxler-Morrison, Anderson & Richardson. UBC Press, 1990. This handbook describes several recent immigrant groups in Western Canada. It provides conformation not only about the health beliefs and practices of these communities but also the social content of each group. The immigrant groups included are: Vietnamese, South and Southeast Asians, Chinese, Japanese, Central Americans, West Indians and Iranians. An excellent resource for the Community Health strand.	all	all	all
LRDC	*Developing Child, The.* Holly E. Brisbane. Glencoe/McGraw-Hill, 1997. Teacher's Wraparound Edition and Teacher's Annotated Edition. See Basic Learning Resources for annotation and module correlation.			

Teaching Resources (continued)

Distributor Code	Resources	Levels/Module No.		
		1	2	3
LRDC	*Families in Canadian Society.* (2nd Edition.) Maureen Baker and Janet Dryden. McGraw-Hill Ryerson, 1993. Student Text and Teacher's Resource Manual. An excellent teaching resource that supports Family Dynamics, Perspectives of Marriage, Family Issues, Parenting and Aging modules. The text introduces the reader to family studies and continues with an in-depth look at the stages of the life cycle from *The Single Life* to *Later Life*. Current research, cultural diversities and Canadian statistics make this a valuable teaching resource. Activities and issues for discussion are a definite bonus for the classroom teacher.	1010	2020	3010 3020 3030
LRDC	*Families Today.* Connie R. Sasse. Glencoe /McGraw-Hill, 1997. Teacher's Wraparound Edition and Teacher's Annotated Edition Student Workbook. See Basic Learning Resources for annotation and module correlation.			
SJA	*First-Aid in Child Care.* St. John Ambulance. Canadian Cataloguing in Publication Data, 1993. Instructor's Guide. See Basic Learning Resources for annotation and module correlation.			
CRC	*First Aid: The Vital Link.* The Canadian Red Cross Society. Mosby Lifeline 1993/94. Instructor's Manual and Coloured Transparencies. See Basic Learning Resources for annotation and module correlation.			
SJA	*First-Aid: First on the Scene.* Emergency and Standard Levels. St. John Ambulance, Canadian Cataloguing in Publication Data, 1994. Instructor's Guide and Video Cassettes (Vol. I–IV). See Basic Learning Resources for annotation and module correlation.			
LRDC	*Glencoe Health – A Guide to Wellness.* (4th Edition.) Mary Bronson Merki and Don Merki. Glencoe McGraw-Hill Ryerson Ltd., 1994. Teacher's Wraparound Edition. See Basic Learning Resources for annotation and module correlation.			
LRDC	*Just Ask! A Handbook for Instructors of Students Being Treated for Mental Disorders.* H. Davidson. Detselig Enterprises Ltd., Distributor, Temeron Books, 1993. This book covers major mental health conditions, the symptoms, treatments and impact of learning. A good resource to initiate discussions in this module.			3100

Teaching Resources (continued)

Distributor Code	Resources	Levels/Module No.		
		1	2	3
LRDC	*Parenting: Rewards and Responsibilities.* (4th Edition.) Dr. Verna Hildebrand. Glencoe Macmillan/McGraw-Hill, 1994. Teacher's Annotated Edition. The teacher's manual, bound in the front of the teacher's annotated edition, includes a multitude of effective teaching strategies. The detailed lesson plans for every chapter provide multi-level and cross-curricular activities. Answers to the chapter reviews are included.	1010 1050		3010 3020 3040
AFS	*Self- Study Orientation Course For Day Care Staff.* Alberta Family and Social Services, Grant MacEwan Community College, 1993. This is the required curriculum for certification (Day Care Level One). It is a self-study curriculum covering all components of the orientation course. The student investigates the roles and responsibilities of day care workers, develop communication and observation skills as they develop skills to assist in the physical, social, emotional and intellectual development of children from birth to six years of age.		2050	3050
LRDC	*Skills for Caring Series.* Churchill Livingstone, Copp Clark Longman Ltd., 1992/93. Booklets. A interesting, relevant informative set of resources. Easy to use format but in a British publication with spelling and terminology differences. *Caring in Emergencies* - deals with physical emergencies when a care worker is faced with someone who needs immediate help. *The Caring Services* - emphasizes the importance of the client and the community, to the care worker, throughout health service changes. *Healthy Living* - raises important questions about healthy living and its implication to the student. *Home Care Services* - discusses home care provision and the promotion of client choice and independence. *Human Development* - will help to gain knowledge and understanding of the human development process.	all	all	all
LRDC	*Sports First Aid – A Guide to Sports Injuries.* Sports Medicine Council of British Columbia, Interprovincial Sports Medicine Network, 1992. (Reprinted in 1995.) This guide follows through specific course content for certification including: • role of the sports aider • body basics • injury prevention • on the sidelines • life-threatening injuries • assessment and management • common injuries • resources and references		2130	3130

Teaching Resources (continued)

Distributor Code	Resources	Levels/Module No.		
		1	2	3
LRDC	*Today's Family: A Critical Focus.* Meiklejohn, Yeager, Kuch. Maxwell Macmillan Canada, 1990. Resource Book. A critical focus provides ideas on how families live within a variety of contemporary cross-cultural and historical settings. This book of readings is from a Canadian viewpoint and is divided into five themes. The themes are: *Ways of Knowing About Families, Family as a System, Family Systems Through Time, The Emerging Family* and *The Enduring Family.* The materials provide well supplemented other resources used in the study of the family.	1010		3010
SJA	*What Every Babysitter Should Know?* St. John Priory of Canada. St. John Ambulance; 1992. Instructor's Guide. See Basic Learning Resources for annotation and module correlation.			

COMMUNITY HEALTH RESOURCES

THEME CODE:
A - Social/Cultural Perspectives
B - Skills for Caring
C - Health Sciences
D - Injury Prevention

FORMAT CODE:
P - Print
S - Software
V - Video

STATUS CODE:
B - Basic
S - Support
T - Teaching
O - Other

LEVEL CODE:
1 - Introductory
2 - Intermediate
3 - Advanced

JR/SR HIGH CODE:
J - Junior High
S - Senior High

Module Number	*Format*	*Status*	*Junior/Senior High*	1 A 1010 Family Dynamics	1 B 1040 Caring For Children	1 B 1050 Child Development	1 B 1060 Home Care 1	1 C 1080 Perspectives on Health	1 D 1210 CTR: Personal Safety (Management)	2 A 2010 Adolescent Health Issues	2 A 2020 Perspectives on Marriage	2 A 2030 Community Volunteerism	2 B 2050 Day Care 1	2 B 2060 Home Care 2	2 B 2070 Sensory Challenges	2 C 2080 Respiratory System	2 C 2090 Circulatory System	2 C 2100 Musculoskeletal System	2 C 2110 Complementary Therapies	2 D 2120 First Aid/CPR	2 D 2130 Sports First Aid 1	3 A 3010 Family Issues	3 A 3020 Parenting	3 A 3030 Aging	3 B 3040 Prenatal- & Postnatal Care	3 B 3050 Day Care 2	3 B 3060 Home Care 3	3 B 3070 Challenged Individuals	3 C 3080 Digestive System	3 C 3090 Nervous/Endocrine System	3 C 3100 Mental Health	3 C 3110 Advances in Medical Technology	3 D 3120 First Aid/CPR for Children	3 D 3130 Sports First Aid 2
Anatomy and Physiology Learning System, The	*p*	T	J/S														X	X					X						X					
As I Am: Portraits of Persons with a Developmental Handicap	*v*	S	S																									X						
Aspects of Caring	*v*	S	J/S				X							X													X							
Athletes and Injuries Series - 6 Videos	*v*	S	S																		X													X
Babysitter's Manual					X																													
Student Manual	*p*	B	J																															
A Facilitator's Guide - Babysitter's Course	*p*	T	J																															
Baby Owner's Manual, The: Healthy Parenting for Teens - Video & User guide	*v/p*	S	J/S			X								X		X	X	X						X	X		X		X	X				
Basic Course in American Sign Language, A	*p*	T	S												X																			
Basic Life Support (Alternate Version)	*p*	T																																
Becoming a Family	*v*	S	J/S	X																		X	X											
Being a Long-Term Care Nursing Assistant (3rd Ed.) - Student Textbook and Workbook Skills Checklist	*p*	S	J/S				X							X		X	X	X						X	X		X		X	X				
Blood	*v*	S	S														X															X		
Canadian Health Care System, The	*p*	S	J					X																										
Care Givers Guide, A. Practical Solutions for Coping with Aging Parents or a Chronically Ill Partner or Relative (2nd Ed.)	*p*	S	J/S				X							X													X							

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Cardiopulmonary Resuscitation (CPR) and the Human Body Parts 1 & 2, Basic First Aid for Babysitters	*s*	S	J/S		X																												X	
Child Abuse and Neglect	*v*	S	S																			X	X			X								
Child Care First Aid Manual	*p*	B	S																														X	
Basic Life Support (Alternate Version) Manual	*p*	B	S																															
Child Grows, A: The First Year	*v/p*	S	J		X	X																												
Contemporary Living	*p*	B	J/S	X		X		X		X	X	X										X	X	X	X									
Cross Cultural Caring: A Handbook for Health Professionals	*p*	T	J/S	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Day Care Matters Series - 4 Videos	*v*	S	S										X													X								
Death and Dying (Living with Health Series)	*v*	S	S																			X		X			X							
Developing Child, The (7th Ed.)					X	X							X									X	X	X	X	X								
Text	*p*	B	J/S																															
Student Workbook	*p*	S	J/S																															
Teacher's Annotated Edition	*p*	T	J/S																															
Teacher's Wraparound Edition	*p*	T	J/S																															
Developing Child Series, The - Videos / Workbooks	*v/p*	S	J/S			X							X									X	X		X	X								
Don't Play in the Leaves	*v*	S	S																									X						
Families in Canadian Society (2nd Ed.) - Text and Teacher's Resource Manual	*p*	T	J/S	X							X											X	X	X										
Families Today				X						X	X											X	X	X										
Text	*p*	B	J/S																															
Student Workbook	*p*	S	J/S																															
Teacher's Annotated Edition	*p*	T	J/S																															
Teacher's Wraparound Edition	*p*	T	J/S																															

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				1	1	1	1	1	1	2	2	2	2	2	2	2	2	2	2	2	2	3	3	3	3	3	3	3	3	3	3	3	3	3
				A	B	B	B	C	D	A	A	A	B	B	B	C	C	C	C	D	D	A	A	A	B	B	B	B	C	C	C	C	D	D
Family Albums: Portraits from a New Canada	*v*	S	J/S	X							X											X	X											
Family Healing, A: Coming to Terms with Intellectual Disabilities	*v*	S	S																			X						X						
Family Life Series - 3 Videos	*v*	S	J/S	X							X											X	X											
First Aid in Child Care																																	X	
Course Supplement	*p*	B	S																															
Instructor's Guide	*p*	T	S																															
First Aid: The Vital Link									X											X	X												X	X
Student Manual	*p*	B	S																															
Instructor's Manual; Colour Transparencies	*p*	T	S																															
First Aid: First on the Scene									X																									
Emergency Level Activity Book	*p*	B	J/S																															
Instructor's Guide	*p*	T	J/S																															
Videos (Vol. I-IV)	*v*	T	J/S																															
First Aid: First on the Scene																				X	X												X	
Standard Level Activity Book	*p*	B	S																															
Instructor's Guide	*p*	T	S																															
Video Cassettes (Vol. I-IV)	*v*	T	S																															
Glencoe Health: A Guide to Wellness (4th Ed.)				X						X	X					X	X	X				X	X	X	X				X	X	X	X		
Text	*p*	S	J/S																															
Teacher's Wraparound Edition	*p*	T	J/S																															
Having a Healthy Baby Series - 2 Videos	*v*	S	S																				X		X									

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Module Number	*Format*	*Status*	*Junior/Senior High*	1 A 1010 Family Dynamics	1 B 1040 Caring For Children	1 B 1050 Child Development	1 B 1060 Home Care 1	1 C 1080 Perspectives on Health	1 D 1210 CTR: Personal Safety (Management)	2 A 2010 Adolescent Health Issues	2 A 2020 Perspectives on Marriage	2 A 2030 Community Volunteerism	2 B 2050 Day Care 1	2 B 2060 Home Care 2	2 B 2070 Sensory Challenges	2 C 2080 Respiratory System	2 C 2090 Circulatory System	2 C 2100 Musculoskeletal System	2 C 2110 Complementary Therapies	2 D 2120 First Aid/CPR	2 D 2130 Sports First Aid 1	3 A 3010 Family Issues	3 A 3020 Parenting	3 A 3030 Aging	3 B 3040 Prenatal & Postnatal Care	3 B 3050 Day Care 2	3 B 3060 Home Care 3	3 B 3070 Challenged Individuals	3 C 3080 Digestive System	3 C 3090 Nervous/Endocrine Systems	3 C 3100 Mental Health	3 C 3110 Advances in Medical Technology	3 D 3120 First Aid/CPR for Children	3 D 3130 Sports First Aid 2
Healthy Aging	*v*	S	S																					X										
Hearing Disorders (Medicine Demystified Series)	*v*	S	S												X															X				
How it Works Series - 6 Resources	*p*	S	J/S			X	X							X		X	X	X						X	X				X	X				
How the Body Ages (Growing Old in New Age)	*v*	S	S																					X			X							
Human Anatomy and Physiology - Workbook and Study Guide	*p*	S	S													X	X	X							X				X	X				
Human Body in Health and Disease, The (8th Ed.)																X	X	X							X				X	X				
Text	*p*	B	S																															
Workbook	*p*	S	S																															
Human Physiology and Health in the Caring Context	*p*	S	J/S				X							X		X	X	X			X						X		X	X				X
I Work With a Guy Who's Deaf and Blind	*v*	S	S												X													X				X		
I'm Pretty Old	*v*	S	J/S				X							X										X			X							
Infant & Toddler First Aid Series					X	X																	X										X	
Volume I: Accidents	*v*	S	J/S																															
Volume II: Illnesses	*v*	S	J/S																															
Just Ask! A Handbook for Instructors of Students Being Treated for Mental Disorders	*p*	T	S																												X			
Labour and Delivery for Teens	*v*	S	S																				X		X									
Lily: Time To Grow Series - 5 Videos	*v*	S	J/S		X	X							X										X		X	X								

COMMUNITY HEALTH RESOURCES

THEME CODE:
A. Social-Cultural Perspectives
B. Skills for Caring
C. Health Sciences
D. Injury Prevention

FORMAT CODE:
P - Print
S - Software
V - Video

STATUS CODE:
B - Basic
S - Support
T - Teaching
O - Other

LEVEL CODE:
1 - Introductory
2 - Intermediate
3 - Advanced

JR/SR HIGH CODE:
J - Junior High
S - Senior High

Module Number	*Format*	*Status*	*Junior/Senior High*	1 A 1010 Family Dynamics	1 B 1040 Caring For Children	1 B 1050 Child Development	1 B 1060 Home Care 1	1 C 1080 Perspectives on Health	1 D 1210 CTR: Personal Safety (Management)	2 A 2010 Adolescent Health Issues	2 A 2020 Perspectives on Marriage	2 A 2030 Community Volunteerism	2 B 2050 Day Care 1	2 B 2060 Home Care 2	2 B 2070 Sensory Challenges	2 C 2080 Respiratory System	2 C 2090 Circulatory System	2 C 2100 Musculoskeletal System	2 C 2110 Complementary Therapies	2 D 2120 First Aid/CPR	2 D 2130 Sports First Aid 1	3 A 3010 Family Issues	3 A 3020 Parenting	3 A 3030 Aging	3 B 3040 Prenatal & Postnatal Care	3 B 3050 Day Care 2	3 B 3060 Home Care 3	3 B 3070 Challenged Individuals	3 C 3080 Digestive System	3 C 3090 Nervous/Endocrine Systems	3 C 3100 Mental Health	3 C 3110 Advances in Medical Technology	3 D 3120 First Aid/CPR for Children	3 D 3130 Sports First Aid 2
Massage and Aromatherapy: A Practical Approach for NVQ Level 3	p	S	S																X															
Maximizing Physical Potential of Older Adults	v	S	J/S				X							X										X			X							
My Dad Can't Be Crazy Can He?	v	S	S																			X									X			
Myths and Realities of Aging (Growing Old in New Age Series)	v	S	J/S				X							X										X										
Nursing Assistant - A Nursing Process Approach (7th Ed.)	p	B	J/S				X							X		X	X	X							X		X		X	X	X	X		
Parenting: Reward and Responsibilities	p	T	J/S	X		X																X	X		X									
Self Study Orientation Course for Day Care Staff	p	T	S										X													X								
Skills for Caring Series - 4 Booklets	p	T	J/S	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Something Old, Something New	v	S	S								X											X												
Sports First Aid - A Guide to Sports Injuries	p	T	S																		X													X
Studying Children: Observing and Participating (2nd Ed.)	p	S	J/S			X							X	X												X								
Technology of the Disabled	v	S	S																									X				X		
Today's Family: A Critical Focus	p	T	J/S	X																		X												
Transplant Immunology (Canadian Women in Science Series)	v	S	S																													X		

COMMUNITY HEALTH RESOURCES (continued)

THEME CODE:
A. Social-Cultural Perspectives
B. Skills for Caring
C. Health Sciences
D. Injury Prevention

FORMAT CODE:
P - Print
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V - Video

STATUS CODE:
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T - Teaching
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LEVEL CODE:
1 - Introductory
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				1	1	1	1	1	1	2	2	2	2	2	2	2	2	2	2	2	2	3	3	3	3	3	3	3	3	3	3	3	3	3
				A	B	B	B	C	D	A	A	A	B	B	B	C	C	C	C	D	D	A	A	A	B	B	B	B	C	C	C	C	D	D
Module Number	*Format*	*Status*	*Junior/Senior High*	1010 Family Dynamics	1040 Caring For Children	1050 Child Development	1060 Home Care 1	1080 Perspectives on Health	1210 CTR: Personal Safety (Management)	2010 Adolescent Health Issues	2020 Perspectives on Marriage	2030 Community Volunteerism	2050 Day Care 1	2060 Home Care 2	2070 Sensory Challenges	2080 Respiratory System	2090 Circulatory System	2100 Musculoskeletal System	2110 Complementary Therapies	2120 First Aid/CPR	2130 Sports First Aid 1	3010 Family Issues	3020 Parenting	3030 Aging	3040 Prenatal & Postnatal Care	3050 Day Care 2	3060 Home Care 3	3070 Challenged Individuals	3080 Digestive System	3090 Nervous/Endocrine Systems	3100 Mental Health	3110 Advances in Medical Technology	3120 First Aid/CPR for Children	3130 Sports First Aid 2
Ultimate Human Body, The; A Multimedia Guide to the Body and How it Works	*s*	S	S													X	X	X			X				X				X	X				X
What Every Babysitter Should Know?																																		
Handbook	*p*	B	J		X																													
Instructor's Guide	*p*	T	J																															
Who's In Charge: Teens Talk About Diabetes (Diabetes: Balance and Control Series)	*v*	S	S							X				X								X								X				
Working Marriage Partners	*v*	S	S								X											X												
OTHER RESOURCES																																		
Dad Film, The	*v*	O	S							X	X											X	X		X									
Finding Out: Incest and Family Sexual Abuse	*v*	O	S																			X	X											
One Hit Leads to Another	*v*	O	S																			X	X											

BEST COPY AVAILABLE

OTHER RESOURCES

These titles are provided as a service only to assist local jurisdictions to identify resources that contain potentially useful ideas for teachers. Alberta Education has done a preliminary review of the resources. However, the responsibility to evaluate these resources prior to selection rests with the user, in accordance with any existing local policy.

Distributor Code	Resources	Levels/Module No.		
		1	2	3
FWA	*Dad Film, The*. 1991. A collection of thought - provoking and illuminating interviews with four first-time dads. This film will give the dad-to-be information of what it would be like to be a father, the changes, trials, tribulations and joys of fatherhood are expressed through the interviews.		2010 2020	3010 3020 3040
KIN	*Finding Out: Incest and Family Sexual Abuse* While the topic of incest and family sexual abuse is not pleasant, it receives a positive perspective in this film as is shows many people working together to provide support.			3010 3020
KIN	*One Hit Leads To Another* A realistic look (examples of profane language and physical violence) of abusive relationships to educate the viewers about physical abuse. Viewing and discussion of the film could be catalysts to promote tolerance and understanding.			3010 3020

ADDITIONAL SOURCES

Available to Career and Technology Studies (CTS) teachers, locally and provincially, are many sources of information that can be used to enhance CTS. These sources are available through the community (e.g., libraries, boards, committees, clubs, associations) and through government agencies, resource centres and organizations. Some sources, e.g., government departments, undergo frequent name and/or telephone number changes. Please consult your telephone directory or an appropriate government directory.

The following is a partial list of sources to consider:

TEACHER–LIBRARIANS

Planned and purposeful use of library resources helps students grow in their ability to gather, process and share information. Research activities require access to an adequate quantity and variety of appropriate, up-to-date print and nonprint resources from the school library, other libraries, the community and additional sources. Some techniques to consider are:

- planning together
- establishing specific objectives
- integrating research skills into planning.

Cooperation between the teacher–librarian and the subject area teacher in the development of effectively planned resource-based research activities ensures that students are taught the research skills as well as the subject content. Also see *Focus on Research: A Guide to Developing Student's Research Skills* referenced in the Alberta Education resources section.

ALBERTA EDUCATION SOURCES

Alberta Government telephone numbers can be reached toll free from outside Edmonton by dialing 310–0000.

The following monographs are available for purchase from the Learning Resources Distributing Centre. Refer to the Distributor Directory at the end of this section for address, telephone, fax and Internet address.

Please consult the "Support Documents" section or the "Legal, Service and Information Publications" section in the LRDC *Buyers Guide* for ordering information and costs.

Developmental Framework Documents

- *The Emerging Student: Relationships Among the Cognitive, Social and Physical Domains of Development,* 1991 (Stock No. 161555)

  This document examines the child, or student, as a productive learner, integrating all the domains of development: cognitive, social and physical. It emphasizes the need for providing balanced curriculum and instruction.

- *Students' Interactions Developmental Framework: The Social Sphere,* 1988 (Stock No. 161399)

  This document examines children's perceptual, structural and motor development and how such physical development affects certain learning processes.

- *Students' Physical Growth: Developmental Framework Physical Dimension,* 1988 (Stock No. 161414)

  This document examines children's normal physical growth in three areas: perceptual, structural and motor development. In none of these areas is the child's growth in a single continuous curve throughout the first two decades of life. Physical growth is characterized by periods of rapid growth and periods of slower growth. Consequently, differences and changes in growth patterns may affect the timing of certain learning processes.

Other

- *Focus on Research: A Guide to Developing Students' Research Skills,* 1990 (Stock No. 161802)

  This document outlines a resource-based research model that helps students manage information effectively and efficiently, and gain skills that are transferable to school and work situations. This model provides a developmental approach to teaching students how to do research.

- *Teaching Thinking: Enhancing Learning,* 1990 (Stock No. 161521)

  Principles and guidelines for cultivating thinking, ECS to Grade 12, have been developed in this resource. It offers a definition of thinking, describes nine basic principles on which the suggested practices are based, and discusses possible procedures for implementation in schools and classrooms.

ACCESS: The Education Station

ACCESS: The Education Station offers a variety of resources and services to teachers. For a nominal dubbing and tape fee, teachers may have ACCESS: The Education Station audio and video library tapes copied. ACCESS: The Education Station publishes listings of audio and video cassettes as well as a comprehensive programming schedule.

Of particular interest are the CTS videos, which are available with utilization guides. The guides outline key points in each video and suggest questions for discussion, classroom projects and other activities. Video topics are listed in the Support Learning Resources section of this guide. The videos and accompanying support material can be obtained from ACCESS: The Education Station. Refer to the Distributor Directory at the end of this section for address, telephone, fax and Internet address.

GOVERNMENT SOURCES

National Film Board of Canada (NFB)

The NFB has numerous films and videotapes that may be suitable for Career and Technology Studies strands. For a list of NFB films and videotapes indexed by title, subject and director, or for purchase of NFB films and videotapes, call 1–800–267–7710 (toll free) or Internet address: http://www.nfb.ca

ACCESS: The Education Station and some school boards have acquired duplication rights to some NFB videotapes. Please contact ACCESS: The Education Station or consult the relevant catalogues in your school or school district.

The Edmonton Public Library and the Calgary Public Library have a selection of NFB films and videotapes that can be borrowed free of charge with a Public Library borrower's card. For further information, contact:

Edmonton Public Library
Telephone: 403–496–7000

Calgary Public Library
Telephone: 403–260–2650

For further information contact:

Statistics Canada
Regional Office
8th Floor, Park Square
10001 Bellamy Hill
Edmonton, AB T5J 3B6
Telephone: 403–495–3027
Fax: 403–495–5318
Internet address: http://www.statcan.ca

Statistics Canada produces periodicals, reports, and an annual year book.

Resource Centres

Urban Resource Centres

Instructional Services
Elk Island Public Schools
2001 Sherwood Drive
Sherwood Park, AB T8A 3W7
Telephone: 403–464–8235
Fax: 403–464–8033
Internet Address: http://ei.educ.ab.ca

Learning Resources Centre
Red Deer Public School Board
4747 – 53 Street
Red Deer, AB T4N 2E6
Telephone: 403–343–8896
Fax: 403–347–8190

Instructional Materials Centre
Calgary Separate School Board
6220 Lakeview Drive SW
Calgary, AB T3E 5T1
Telephone: 403–298–1679
Fax: 403–249–3054

School, Student, Parent Services Unit
Program and Professional Support Services
Sub Unit
Calgary Board of Education
3610 – 9 Street SE
Calgary, AB T2G 3C5
Telephone: 403–294–8542
Fax: 403–287–9739

After July 1, 1997, please contact the School, Student, Parent Services Unit regarding the relocation of the Loan Pool Resource Unit.

Learning Resources
Edmonton Public School Board
Centre for Education
One Kingsway Avenue
Edmonton, AB T5H 4G9
Telephone: 403–429–8387
Fax: 403–429–0625

Instructional Materials Centre
Medicine Hat School District No. 76
601 – 1 Avenue SW
Medicine Hat, AB T1A 4Y7
Telephone: 403–528–6719
Fax: 403–529–5339

Resource Centre
Edmonton Catholic Schools
St. Anthony's Teacher Centre
10425 – 84 Avenue
Edmonton, AB T6E 2H3
Telephone: 403–439–7356
Fax: 403–433–0181

Instructional Media Centre
Northern Lights School Division No. 69
Bonnyville Centralized High School
4908 – 49 Avenue
Bonnyville, AB T9N 2J7
Telephone: 403–826–3366
Fax: 403–826–2959

Regional Resource Centres

Zone 1

Zone One Regional Resource Centre
P.O. Box 6536
10020 – 101 Street
Peace River, AB T8S 1S3
Telephone: 403–624–3187
Fax: 403–624–5941

Zone 2/3

Central Alberta Media Services (CAMS)
182 Sioux Road
Sherwood Park, AB T8A 3X5
Telephone: 403–464–5540
Fax: 403–449–5326

Zone 4

Information and Development Services
Parkland Regional Library
5404 – 56 Avenue
Lacombe, AB T4L 1G1
Telephone: 403–782–3850
Fax: 403–782–4650
Internet Address: http://rtt.ab.ca.rtt/prl/prl.htm

Zone 5

South Central Alberta Resource Centre (SCARC)
Golden Hills Regional Division
435A Hwy 1
Westmount School
Strathmore, AB T0J 3H0
Telephone: 403–934–5028
Fax: 403–934–5125

Zone 6

Southern Alberta Learning Resource Centre (SALRC)
Provincial Government Administration Building
909 Third Avenue North, Room No. 120
Box 845
Lethbridge, AB T1J 3Z8
Telephone: 403–320–7807
Fax: 403–320–7817

OTHER GOVERNMENT SOURCES

Alberta Advanced Education and Career Development
Information Development and Marketing
8th Floor, Commerce Place
10155 – 102 Street
Edmonton, AB T5J 4L5
Telephone: 403–422–1794
Fax: 403–422–5126

- *Career Information Catalogue Update*
- *The Career Planner*
- *Children Challenges Choice*
- *Entrepreneur: A Big Word for Small Business*
- *Rural Women as Business Entrepreneurs*
- *Positive Works*
- *Skills are your Passport*

Videos on career planning and entrepreneurial topics are available through the library of this department. Call 403–422–4752 for more information. The following videos are representative of the library's holdings:

- *The Entrepreneur*
- *Get a Job*
- *A Head for Business*
- *The Seven Phases of a Job Interview*

Multi-Media Branch
7000 – 113 Street
Edmonton, AB T6H 5T6
Telephone: 403–422–3375
Fax: 403–427–2861

Audio Visual Catalogue (an annotated listing of films and videos available for loan upon request; updated each year).

Alberta Family and Social Services
(Day Care Program)
8th Floor, Seventh Street Plaza
10030 – 107 Street
Edmonton, Alberta T5J 3E4
Telephone: 403–427–4477
Fax: 403–427–1258

- numerous pamphlets

Alberta Family and Social Services
General Information Number
Telephone: 403–427–2734

Alberta Health
Communications Branch
18th Floor, 10025 Jasper Avenue
Edmonton, AB T5J 2P4

- *Encouraging Independence*
- *Toilet Training*
- *Playing and Learning*

Alberta Labour
Occupational health and Safety
9940 – 106 Street
Edmonton, Alberta T5K 2N2
Telephone: 403–427–8848
Fax: 403–427–0999

There are also offices in Calgary, Edson, Fort McMurray, Grande Prairie, Lethbridge, Lloydminster, Medicine Hat, Red Deer and Vermilion.

Alberta Seniors Information Line
Telephone: 1–800–642–3853

Communication Branch of Alberta Health
18th Floor, Telus Plaza North Tower
10025 – Jasper Avenue
Edmonton, AB T5J 1S6

Health Canada
Publications
Public Affairs, Head Office
Brooke Claxton Building
de la Colombine
Tunney's Pasture
Ottawa, ON K1A 0K9

- numerous pamphlets

Health Protection Branch
840, 9700 Jasper Avenue
Edmonton, AB T5J 4C3
Telephone: 403–495–2626
Fax: 403–495–2624

or

282, 220 – 4 Avenue S. E.
Calgary, AB T2G 4X3
Telephone: 403–292–4650
Fax: 403–292–4644

Office for the Prevention of Family Violence
11th Floor, 10030 107 Street
Edmonton, AB T5J 3E4
Telephone: 403–422–5916

Priority Printing Ltd.
17944 – 106A Avenue
Edmonton, AB T5S 1V3
Telephone: 403–484–5330

- *Good Food for Growth*

Provincial Mental Health Advisory Board
22 Floor, Box 1360
10025 Jasper Avenue
Edmonton, AB T5J 2N3
Telephone: 403–422–2233
Fax: 403–422–2472

Queen's Printer Publication Service
11510 Kingsway Avenue
Edmonton, AB T5G 2Y5
Telephone: 403–427–4952

- *Day Care Regulation*
- *Guidelines for Handling HIV Infenction and AIDS in Day Care Service*

Speech & Language Services
Edmonton Board of Health
Suite 500 10216 – 124 Street
Edmonton, AB T5N 4A3
Telephone: 403–482–9871

- *Let's Talk About Talking*

PROFESSIONAL ASSOCIATIONS

Alberta Arts Therapy Association
Box 957, Postal Station G
Calgary, AB T3A 0E0

Alberta Association of Dental Technicians
1430, 5555 Calgary Trail South
Edmonton, AB T6H 5P9

Alberta Association of Medical Radiation Technologists
Suite #1, 2nd Floor, 2210 – 39 Street North
Lethbridge, AB T1H 5J2

Alberta Association of Registered Occupational Therapists
Suite 311, 4245 – 97 Street
Edmonton, AB T6E 5Y7

Alberta Association of Registered Social Workers
52, 9912 – 106 Street
Edmonton, AB T5K 1C5

Alberta Home Economics Association
Box 4688
Edmonton, AB T6E 5G5

Alberta Pediatric Society
1820 Richmond Road S. W.
Calgary, AB T2T 4C7

Alberta Registered Dietitians Association
204, 10520 – 178 Street
Edmonton, AB T5S 2J1

Alberta Society of Laboratory Physicians
c/o Dynacare Kasper Medical Laboratories
14940 – 123 Avenue
Edmonton, AB T5V 1D4

Alberta Association of Optometrists
9th Floor, 11830 Kingsway Avenue
Edmonton, AB T5G 0X5

Psychologists Association of Alberta
2200 Canada Trust
10104 – 103 Avenue
Edmonton, AB T5J 0H8
Telephone: 403–424–0294
Fax: 403–424–0297

Canadian Association for Music Therapy
Box 2132
Sarnia, ON N7T 7L1

Canadian Association of Social Workers
55 Parkdale Avenue
Ottawa, ON K1Y 1E5

Canadian Home Economics Association
901, 151 Slater Street
Ottawa, ON K1P 5H3

Canadian Psychological Association
Vincent Road
Old Chelsea, PQ J0X 2N0

Canadian Society of Clinical Chemists
Suite 306, 4 Cateraqui Street
Kingston, ON N6A 5C1

Child and Youth Care Association of Alberta
12225 – 105 Avenue
Edmonton, AB T5N 0Y3

College of Physicians and Surgeons of Alberta
9th Floor, 10180 – 101 Street
Edmonton, AB T5J 4P8

College of Chiropractors of Alberta
1870, 10180 – 101 Street
Edmonton, AB T5J 4P8

REGIONAL HEALTH AUTHORITIES

Alberta Cancer Board
6th Floor, 9707 – 110 Street
Edmonton, AB T5K 2L9
Telephone: 403–482–9300
Fax: 403–488–7809

Aspen Regional Health Authority
10003 – 100 Avenue
Westlock, AB T7P 2E8
Telephone: 403–349–8705
Fax: 403–349–4879

Calgary Regional Health Authority
4th Floor, 1035 – 7th Avenue SW
Calgary, AB T2P 3E9
Telephone: 403–541–3670
Fax: 403–541–3681

Capital Health Authority
1J2 WMC,
8440 – 112 Street
Edmonton, AB T6G 2B7
Telephone: 403–492–5000
Fax: 403–492–4257

Chinook Health Region
960 – 19 Street South
Lethbridge, AB T1J 1W5
Telephone: 403–382–6009
Fax: 403–382–6011

Crossroads Regional Health Authority
5610 – 40 Avenue
Box 6627
Wetaskiwin, AB T9A 2G3
Telephone: 403–352–3766
Fax: 403–361–4336

David Thompson Health Region
602 Provincial Bldg.
4920 – 51 Street
Red Deer, AB T4N 6K8
Telephone: 403–341–8622
Fax: 403–341–8632

East Central Regional Health Authority
4703 – 53 Street
Camrose, AB T4V 1Y8
Telephone: 403–608–8800
Fax: 403–672–5023

Headwaters Health Authority
560 – 9 Avenue West
High River, AB T1V 1B3
Telephone: 403–652–0104
Fax: 403–652–0190

Keeweetinok Lakes Regional Health Authority
P.O. Box 874
Provincial Bldg.
High Prairie, AB T0G 1E0
Telephone: 403–523–6749
Fax: 403–523–6642

Lakeland Regional Health Authority
P.O. Box 248
#210 Provincial Bldg.
Smoky Lake, AB T0A 3C0
Telephone: 403–656–2030
Fax: 403–656–2033

Mistahia Regional Health Authority
2101 Provincial Building
10320 – 99 Street
Grande Prairie, AB T8V 6J4
Telephone: 403–538–5387
Fax: 403–538–5455

Northern Lights Regional Health Authority
7 Hospital Street
Fort McMurray, AB T9H 1P2
Telephone: 403–791–6161
Fax: 403–791–6042

Northwestern Health Services Region
P.O. Bag 10,000
10106 – 100 Avenue
High Level, AB T0H 1Z0
Telephone: 403–926–4388
Fax: 403–926–4149

Palliser Health Authority
P.O. Box 1120
666 – 5 Street SW
Medicine Hat, AB T1A 4H6
Telephone: 403–529–8042
Fax: 403–529–8998

Peace Health Region
10915 – 99 Street
PO Box 6178
Peace River, AB T8S 1S2
Telephone: 403–624–7260
Fax: 403–618–3405

Regional Health Authority
515 Highway 10 East
Box 429
Drumheller, AB T0J 0Y0
Telephone: 403–823–5245
Fax: 403–823–7589

WestView Regional Health Authority
Suite A, 101 Erie Street South
Devon, AB T0C 1E0
Telephone: 403–987–3376
Fax: 403–987–2798

INDUSTRY/AGENCIES

Community Services Directories
available from city hall or town office listing associations in your community.

Alberta Canola Producers Commission
170, 14315 – 118 Avenue
Edmonton, AB T5L 4S6
Telephone: 403–452–6487
Fax: 403–441–6933

Alberta Egg Producers Board
15, 1915 – 32 Avenue NE
Calgary, AB T2E 7C8
Telephone: 403–250–1197
Fax: 403–291–9216

Alberta Lung Association
302, 609 – 14 Street NW
Calgary, AB T2N 2A1
Telephone: 403–283–1333
Fax: 403–283–1558
Toll Free: 1–800–661–5864

Canadian Diabetes Association
114, 1212 – 1 Street SE
Calgary, AB T2G 0G8
Telephone: 403–266–0620
Fax: 403–269–8927
Toll Free: 1–800–563–0032

Dairy Nutrition Council of Alberta
14904 – 121A Avenue
Edmonton, AB T5V 1A3
Telephone: 403–453–5942
Fax: 403–455–2196
Toll Free: 1–800–252–7530

Heart & Stroke Foundation of Alberta
1825 Park Road SE
Calgary, AB T2G 3Y6
Telephone: 403–264–5549
Fax: 403–237–0803

Schizophrenia Society of Alberta
206a – 12 Avenue SE
Calgary, AB T2G 1A1
Telephone: 403–262–4554
Fax: 403–269–1727

The Vanier Institute of the Family
94 Centrepointe Drive
Nepean, ON K2G 6B1
Telephone: 613–228–8500
Fax: 613–228–8007

DISTRIBUTOR DIRECTORY

The entries in the Distributor Directory are arranged alphabetically by code.

CODE	Distributor/Address	Contact Via
ACC	ACCESS: The Education Station 3270 – 76 Avenue Edmonton, AB T6B 2N9	403–440–7777 Fax: 403–440–8899 1–800–352–8293 http://www.ccinet.ab.ca/access
CLC	Canadian Learning Company Inc. See LRDC *Buyers Guide* for information	
CRC	The Canadian Red Cross Society 737 – 13 Avenue S. W. Calgary, AB T2R 1J1	403–541–4400 Fax: 403–541–4444
CTV	CTV Program & Archive Sales Suite 1800, 250 Yonge Street Toronto, ON M5B 2N8	416–595–4463 Fax: 416–595–0917
FWA	Filmwest Associates Distribution Ltd. 2399 Hayman Road Kelowna, BC V1Z 1Z7	604–769–3399 Fax: 1–800–570–5505 604–769–5599
ITE	International Telefilm Enterprises Suite 301, 5090 Explorer Drive Mississauga, ON L4W 4T9	905–629–3133 1–800–561–4300* Fax: 905–629–1211
KIN	Kinetic Inc. 408 Dundas Street East Toronto, ON M5A 2A5	416–963–5979 Fax: 416–925–0653 1–800–263–6910
LRDC	Learning Resources Distributing Centre 12360 – 142 Street Edmonton, AB T5L 4X9	403–427–5775 Fax: 403–422–9750 http://ednet.edc.gov.ab.ca/lrdc
MEC	Meridan Education Corp. 236 E Front Street Bloomington, IL 61701 USA	309–827–5455
MLC	Magic Lantern Communications LTD. 19949 - 56 Avenue Langley, BC V3A 3Y2	1–800–263–1818 604–530–2602 Fax: 604–530–2603

Distributor Directory (continued)

CODE	Distributor/Address	Contact Via
MMGC	Le Groupe Multimédia du Canada 5225, rue Berri, 2e étage Montreal, QC H2J 2S4	514–273–4251 Fax: 514–276–5130
MS	Magna Systems, Inc. Suite 105, 101 Virginia Street Crystal Lake, IL, USA 60010	1–800–459–4280 Fax: 815–459–4280
OFL	Omega Films Limited 70 Milner Avenue, Unit #7 Scarborough, ON M1S 3P8	416–291–4733 Fax: 416–291–7775 1–800–663–4238
SJA	St. John Ambulance Association Provincial Headquarters 10975 – 124 Street Edmonton, AB T5M 0H9	403–452–6161
UA	University of Alberta c/o Donna Wilson, RN, PhD. Faculty of Nursing University of Alberta Edmonton, AB T6G 2G3	403–492–5574 Fax: 403–492–2551
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COMMUNITY HEALTH

SECTION J: SAMPLE STUDENT LEARNING GUIDES

The following pages provide background information, strategies and a template for developing student learning guides. Also included at the end of this section are several sample student learning guides for Financial Management.

A student learning guide provides information and direction to help students attain the expectations defined in a specified CTS module. It is designed to be used by students under the direction of a teacher.

Many excellent student learning guides (SLGs) are available for use and/or are in the process of being developed. While Alberta Education provides a development template accompanied by some samples, most student learning guide development is being done by individuals and organizations across the province (e.g., school jurisdictions, specialist councils, post-secondary organizations). Refer to the *Career & Technology Studies Manual for Administrators, Counsellors and Teachers* (Appendix 11) for further information regarding student learning guide developers and sources.

Note: A student learning guide is not a self-contained learning package (e.g., Distance Learning Module), such as you might receive from the Alberta Distance Learning Centre (ADLC) or Distance Learning Options South (DLOS).

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BACKGROUND INFORMATION

A Student Learning Guide (SLG) is a presentation of information and direction that will help students attain the expectations defined in a specified CTS module. It is designed to be used by students under the direction of a teacher. A SLG is not a self-contained learning package such as you might receive from the Alberta Distance Learning Centre (ADLC) or Distance Learning Options South (DLOS).

Each SLG is based on curriculum and assessment standards as defined for a particular CTS module. Curriculum and assessment standards are defined in this document through:

- module and specific learner expectations (Sections D, E and F)
- assessment criteria and conditions (Sections D, E and F)
- assessment tools (Section G).

The SLG is written with the student in mind and makes sense to the student in the context of his or her CTS program. SLGs are designed to guide students through modules under the direction of the teacher. They can be used to guide:

- an entire class
- a small groups of students
- individual students.

In some instances, the Student Learning Guide may also be used as teacher lesson plans. When using SLGs as teacher lesson plans, it should be noted that they tend to be:

- learner-centred (versus teacher-directed)
- activity-based (versus lecture-based)
- resource-based (versus textbook-based).

Components of a Student Learning Guide

The student learning guide format, as developed by Alberta Education, typically has *seven* components as described below.

1. *Why Take This Module?*

   This section provides a brief rationale for the work the student will do, and also establishes a context for learning (i.e., in relation to the strand, a life pursuit, a specific industry, etc.).

2. *What Do You Need To Know Before You Start?*

   In this section, prerequisite knowledge, skills and attitudes considered necessary for success in the module are identified. Prerequisites may include other modules from within the strand or from related CTS strands, as well as generic knowledge and skills (e.g., safety competencies, the ability to measure/write/draw, prior knowledge of basic information relevant to the area of study).

3. *What Will You Know And Be Able To Do When You Finish?*

   This information must parallel and reflect the curriculum and assessment standards as defined for the module. You may find it desirable to rewrite these standards in less formal language for student use.

4. *When Should Your Work Be Done?*

   This section provides a timeline that will guide the student in planning their work. The timeline will need to reflect your program and be specific to the assignments you give your students. You may wish to include a time management chart, a list of all assignments to be completed, and instructions to the student regarding the use of a daily planner (i.e., agenda book) to organize their work.

5. *How Will Your Mark For This Module Be Determined?*

   This section will interpret the assessment criteria and conditions, assessment standards, assessment tools and suggested emphasis as defined for the module within the context of the projects/tasks completed. Accepted grading practices will then be used to determine a percentage grade for the module—a mark not less than 50% for successful completion. (**Note**: A module is "successfully completed" when the student can demonstrate ALL of the exit-level competencies or MLEs defined for the module.)

6. *Which Resources May You Use?*

   Resources considered appropriate for completing the module and learning activities are identified in this section of the guide. The resources may be available through the Learning Resources Distributing Centre (LRDC) and/or through other agencies. Some SLGs may reference a single resource, while others may reference a range of resources. Resources may include those identified in the Learning Resource Guide (Section I) as well as other sources of information considered appropriate.

7. *Activities/Worksheets*

   This section provides student-centred and activity-based projects and assignments that support the module learner expectations. When appropriately aligned with curriculum and assessment standards, successful completion of the projects and assignments will also indicate successful completion of the module.

Strategies for Developing Student Learning Guides

Prior to commencing the development of a student learning guide, teachers are advised to obtain:

- the relevant Guide to Standards and Implementation
- the student learning guide template.

Information communicated to the student in the SLG must parallel and reflect the curriculum and assessment standards as defined for the module. Therefore, critical elements of the Guide to Standards and Implementation that need to be addressed throughout the SLG include:

- module and specific learner expectations
- assessment criteria and conditions
- assessment standards
- assessment tools.

Additional ideas and activities will need to be incorporated into the student learning guide. These can be obtained by:

- reflecting on projects and assignments you have used in delivering programs in the past
- identifying human and physical resources available within the school and community
- networking and exchanging ideas (including SLGs) with other teachers
- reviewing the range of resources (e.g., print, media, software) identified in the Learning Resource Guide (Section I) for a particular module/strand.

Copyright law must also be adhered to when preparing a SLG. Further information and guidelines regarding copyright law can be obtained by referring to the:

- *Copyright Act*
- *Copyright* and the *Can Copy Agreement.*

A final task in developing a student learning guide involves validating the level of difficulty/challenge/rigour established, and making adjustments as considered appropriate.

A template for developing student learning guides, also available on the Internet, is provided in this section (see "Student Learning Guide Template," pages J.5–10). Several sample student learning guides are also provided in this section (see "Sample Student Learning Guides," starting on page J.11.

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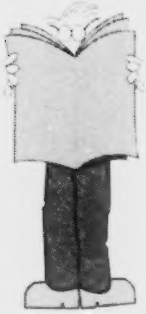
CAREER &
TECHNOLOGY
STUDIES

SAMPLE STUDENT LEARNING GUIDE TEMPLATE

WHY TAKE THIS MODULE?



WHAT DO YOU NEED TO KNOW BEFORE YOU START?

WHAT WILL YOU KNOW AND BE ABLE TO DO WHEN YOU FINISH?

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WHEN SHOULD YOUR WORK BE DONE?

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HOW WILL YOUR MARK FOR THIS MODULE BE DETERMINED?

	PERCENTAGE

WHICH RESOURCES MAY YOU USE?

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ACTIVITIES/WORKSHEETS

CAREER &
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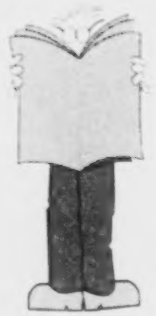
COMMUNITY HEALTH

SAMPLE STUDENT LEARNING GUIDE

CMH1050 Child Development

WHY TAKE THIS MODULE?



☑ T.I.P.S. (Toddlers, Infants, Preschoolers and School-aged Children)

Interested? In this module you will discover that those *Terrible Twos* and *Ferocious Fours* children are really quite normal. Students interested in a child-related career will enjoy this activity-filled module.

WHAT DO YOU NEED TO KNOW BEFORE YOU START?

There are no prerequisites identified for this module.

Enthusiasm and a willingness to learn about children and their development will ensure success.

WHAT WILL YOU KNOW AND BE ABLE TO DO WHEN YOU FINISH?

Upon completion of this module you will be able to:

- identify the physical, mental and social development of children, ages 0–6, and describe the appropriate care required for each developmental stage
- identify appropriate solutions to child care problems and emergency situations
- identify child-focused community resources, and evaluate the programs based on individual child and family needs
- identify career opportunities related to community child care
- demonstrate basic competencies.

WHEN SHOULD YOUR WORK BE DONE?

Your teacher will give you a timeline for completing tasks and assignments within this module.

You may also wish to use a time-management planning chart to preplan the work that needs to be done in this module. Plan how you will use your class time as well as extra time needed to complete the assignments in this module.

Be sure to review the work to be completed in this module with your teacher and allot your time so that you will be able to finish within the suggested time frame.

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HOW WILL YOUR MARK FOR THIS MODULE BE DETERMINED?

	PERCENTAGE
You must first demonstrate **all** of the competencies required for this module. When you have done this, your percentage mark will be determined as follows:	
☑ presentation on child development	25%
☑ solving scenarios	20%
☑ practical activities	35%
☑ identify and evaluate community resources	10%
☑ a career profile.	10%

WHICH RESOURCES MAY YOU USE?

- ☑ *The Developing Child* (print)
- ☑ *Families Today* (print)
- ☑ *Skills for Caring* (print)
- ☑ *Baby Owner's Manual* (video)
- ☑ *The Developing Child* (video)
- ☑ *Studying Children: Observing and Participating* (print)
- ☑ Lily Series (videos)
- ☑ *Parenting: Rewards and Responsibilities* (print)
- ☑ *Canada's Food Guide to Health Eating*

CMH1050 Child Development

ACTIVITIES/WORKSHEETS

1. View a video on child development. Participate in the group discussion.
2. Create a bulletin board for the class. (Each student brings a baby picture.) Indicate:
   - when you first walked
   - when you got your first tooth
   - what was your birth weight and length
   - what was you weight and height at one year.
3. Using resources in the classroom, develop a chart identifying the physical, mental and social development of:
   - infants
   - toddlers
   - preschoolers
   - school-aged children.
4. Observe a toddler and a preschooler in a specific situation and record your observations. Give your reactions to your observations based on your knowledge of child development. Locations might include a mall, playground, day care or at home. Compare development stages of these two children.
5. In small groups, brainstorm to identify basic needs of children. Complete worksheets on basic needs of children. Discuss the importance of providing love and security. Be prepared to present your ideas to the class.
6. Routines and boundaries must be set and maintained. In your notebook, give possible solutions to the scenarios involving routines and boundaries when you are the caregiver.
7. A clean, safe environment is important. List 10 safety-related practices to be adhered to for ensuring the safety of the children in your care. Review emergency procedures and provide solutions to the emergency scenarios.
8. Why is play important? Bring toys from home or cut out pictures of toys and evaluate using the form provided. Determine if they help children develop mentally, physically or socially.
9. Prepare a game, an activity or toy suitable for a young child. Explain:
   - how the game is played
   - why the child might like it
   - what they might learn from playing it
   - the age of the child for which it is appropriate.
10. Following *Canada's Guide to Healthy Eating* and information related to feeding children, plan one day's menu. Prepare and present a meal suitable for one age group. When you present your meal, be prepared to explain your choice in regards to nutrition, age suitability, child appeal, ease of preparation.
11. You have $100.00 to buy clothing for a child for one year. Read information on children's clothing. Choose an age group and outline clothing items, store, size, cost and reason for buying.

CMH1050 Child Development

12. Participate in a discussion on the importance of and the ways and means of meeting the needs of special children.
13. Brainstorm to identify the variety of community child care resources. Consider:
    - types
    - describe how they meet physical, social and/or mental needs of children
    - advantages and disadvantages

    and complete the form *Community Resource Assessment* for two community resources.
14. Choose a career associated with working with young children. Complete the career profile included on the *Community Resources Assessment*.

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COMMUNITY HEALTH

SAMPLE STUDENT LEARNING GUIDE

CMH2020 Perspectives on Marriage

CMH2020 Perspectives on Marriage

WHY TAKE THIS MODULE?

☑ Planning on Marriage?

You will examine relationships and related issues as they apply to marriage and acquire life skills that will help you now and in your future.

WHAT DO YOU NEED TO KNOW BEFORE YOU START?

☑ There is no prerequisite; however, a willingness to work and participate in class will ensure your success.

WHAT WILL YOU KNOW AND BE ABLE TO DO WHEN YOU FINISH?

Upon completion of this module you will be able to:

- identify factors that affect healthy marriages
- describe legal implications before/during and after marriage
- describe issues that affect marriages today
- describe a personal philosophy on marriage
- describe the resource management skills necessary when planning a marriage ceremony

WHEN SHOULD YOUR WORK BE DONE?

Your teacher will give you a timeline for completing tasks and assignments within this module.

You may also wish to use a time-management planning chart to preplan the work that needs to be done in this module. Plan how you will use your class time as well as extra time needed to complete the assignments in this module.

Be sure to review the work to be completed in this module with your teacher and allot your time so that you will be able to finish within the suggested time frame.

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HOW WILL YOUR MARK FOR THIS MODULE BE DETERMINED?

	PERCENTAGE
You must first demonstrate **all** of the competencies required for this module. When you have done this, your percentage mark will be determined as follows:	
☑ Concept test	20%
☑ Scenario analysis	20%
☑ Presenting your personal philosophy of marriage	30%
☑ Planning a marriage ceremony	20%

WHICH RESOURCES MAY YOU USE?

☑ *Families Today* (print)
☑ *Cross Cultural Caring* (print)
☑ *Working Marriage Partners* (video)
☑ *Families in Canadian Society* (print)
☑ Family Life Series (videos)
☑ *Something Old, Something New* (video)

CMH2020 Perspectives on Marriage

ACTIVITIES/WORKSHEETS

1. In small groups, brainstorm ideas that couples should consider when they are contemplating marriage. Be prepared to present your ideas to the class for discussion.
2. Discuss two relationships that you admire and two unsuccessful relationships. Determine the factors that contribute to healthy marriages.
3. A legal expert will be a guest speaker to discuss the legal implications before, during and after marriage. Complete a guest speaker evaluation.
4. Write a test. This examination will test your knowledge on healthy and unhealthy marriages and the legal implications for marriage. You are required to receive 50% on this test to be given credit for this module.
5. You are a volunteer on a Hotline. On your shift the following phone calls come to you. What is your advice? Using the available resources, answer with factual, helpful information. (Obtain phone call questions from the teacher.) A class discussion will follow.
6. Choose a position *to remain single* or *to be married* and submit your defence to support your choice. Hand in your report.
   BONUS: Volunteer to participate in a class debate on remaining single versus marriage.
7. Write our your personal philosophy of marriage considering religion, social, cultural, fidelity, goals, children, family, careers. File in a sealed envelope with your teacher.
8. Are you ready for marriage? Using available resources for factual information, give your answers and possible solutions to the case studies (see teacher for the case studies).
9. In small groups, discuss adjustments necessary in the early stages of marriage to determine: individual roles, responsibilities and ways of handling finances, in-laws, work, differences. Assign a recorder for your group to report to the class.
10. Do expectations and adjustments vary for marriages of people in different age groups (e.g., 20s, 40s, 60s, 80s)? In what ways? Interview married couples from three different age groups. Hand in a summary of your findings.
11. Guests have been invited to class to discuss how mate selection and marriage expectations vary in different cultures.
12. Plan a wedding. Hand in an album that includes pictures and descriptions of the wedding, honeymoon and first home. Include how the management of time, money and people are required to make this event happen.
13. Open your original philosophy of marriage and confirm your ideas or make changes explaining your decision.

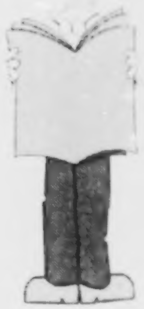
CAREER &
TECHNOLOGY
STUDIES

COMMUNITY HEALTH

SAMPLE STUDENT LEARNING GUIDE

CMH3090 Nervous/Endocrine Systems

WHY TAKE THIS MODULE?



☑ So you want to be a neurosurgeon or find a cure for diabetes! Learn more about nervous/endocrine conditions as they affect individuals, family and friends.

WHAT DO YOU NEED TO KNOW BEFORE YOU START?

There are no prerequisites identified for this module. However, completion of the Community Health modules *Perspectives on Health*, *Respiratory System*, *Circulatory System*, *Musculoskeletal System* and *Digestive System* will provide you with helpful background knowledge.

WHAT WILL YOU KNOW AND BE ABLE TO DO WHEN YOU FINISH?

Upon completion of this module you will be able to:

- identify and describe the anatomy, physiology, pathology, causes, treatment, prevention, impact and support resources available for selected nervous and endocrine conditions
- describe the causes, signs and symptoms, treatment and prevention of neurological and endocrine emergencies
- describe a personal action plan that will promote and maintain healthy nervous and endocrine systems
- identify career opportunities related to nervous and endocrine systems
- demonstrate basic competencies.

WHEN SHOULD YOUR WORK BE DONE?

Your teacher will give you a timeline for completing tasks and assignments within this module.

You may also wish to use a time-management planning chart to preplan the work that needs to be done in this module. Plan how you will use your class time as well as extra time needed to complete the assignments in this module.

Be sure to review the work to be completed in this module with your teacher and allot your time so that you will be able to finish within the suggested time frame.

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CMH3090 Nervous/Endocrine Systems

HOW WILL YOUR MARK FOR THIS MODULE BE DETERMINED?

	PERCENTAGE
You must first demonstrate **all** of the competencies required for this module. When you have done this, your percentage mark will be determined as follows:	
☑ Nervous/Endocrine Concept Test	30%
☑ Presentation/report on nervous/endocrine conditions	30%
☑ Practical activities for treating nervous/endocrine emergencies	20%
☑ Developing a personal action plan	10%
☑ Career profiles	10%

WHICH RESOURCES MAY YOU USE?

- ☑ *Human Body in Health and Disease* (print)
- ☑ *Anatomy and Physiology Learning Systems* (print)
- ☑ *Diabetes: Balance and Control* (video)
- ☑ How It Works Series – Body, Immune System, Brain (print)
- ☑ *Anatomy and Physiology Coloring Workbook* and *Study Guide*

CMH3090 Nervous/Endocrine Systems

ACTIVITIES/WORKSHEETS

1. With a partner, use the classroom resources to research a condition which may affect the endocrine system. Hand in a one-page summary of your research and eight suggested exam questions. Your report will be presented to the class and must include:
   - location and function of the endocrine gland affected (locate on diagram on the bulletin board)
   - pathology and treatment for the condition
   - affect of the condition on the individual, family members and the community
   - suggestions to help the individual live with the condition
   - community support resources available.

   Schedule your presentation time on the master calendar
2. View the video *Diabetes: Balance and Control* and complete the evaluation.
3. Using classroom resources, complete the diagram and worksheet on the brain.
4. Complete the worksheets showing the components and functions of the central and peripheral nervous systems.
5. Following the instructor's demonstration, be prepared to demonstrate first-aid procedures for neurological and endocrine emergencies.
6. With a partner, choose and research a condition that may affect the nervous system. Your report must include:
   - the pathology, signs, symptoms, prevention and treatment of this condition
   - the social, emotional and economic impact of the condition on individual, family members and the community
   - suggestions to reduce the impact of this condition on the individual
   - a list of community support resources available.
7. Complete a written test on the structure, function and pathology of the endocrine and nervous systems. See master calendar for the date.
8. Complete your personal action plan, outlining your plans to promote and maintain a healthy nervous/endocrine system throughout your life.
9. Job shadow and report, interview and report, or arrange for a guest speaker to attend class and speak on a career related to the nervous/endocrine system. Be sure the following information is presented:
   - personal characteristics necessary
   - training/education required
   - employment and entrepreneurial opportunities
   - working conditions
   - salary and benefits.

   Schedule this presentation on the master calendar.

K. ACKNOWLEDGEMENTS

The Communication Technology strand was developed through the cooperative effort of people from schools, post-secondary institutions, professional associations, business, industry, labour, and departments and agencies of the Government of Alberta. Alberta Education would like to extend sincere appreciation to the following individuals and groups.

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